

SUMMER DIARY



Paddy Kitchen and cat: four months of rural bliss in Barnwell.



This is the twenty-second summer I've spent in Barnwell, a village in East Northamptonshire, and it is quite different from any of the others. For one thing, we're here for four whole months – the longest time I've been out of London since 1952 – and for another, I'm writing a book about the village. Barnwell has a manor, a ruined castle, a pub, two shops, two churches, a school, several farms, a brook complete with ducks, and a population of about 350 people. What more could you want for a village book?

Nothing, absolutely nothing. The problem is, the longer you're here, the more you know, and the less you want to leave out. Until this summer, I could watch children playing on the other side of the brook, or have a chat in the street, and then forget about it. Now such minor incidents set up this kind of dialogue in my head. "I think that was Nicola playing with Trina and Rachel. I really ought to find out a bit more about what it's like for her family as newcomers. Though the same could be said of at least two other families. And I haven't talked to any of the older boys yet. Except James, of course."

Or, "When I spoke to Kath Bailey just now, I forgot to ask her father's Christian name. And is it right that she used to work in the dairy at Lower Farm, as well as at Castle Farm? Funny to think that none of the farms have milking herds any more."

That kind of dialogue, however, is nothing compared with the agonizing that goes on when I'm actually writing. Will X mind being called shy? Is she shy? Can I include information from that conversation I had with Y about pin-up posters? Is it true that Z saw a ghost by the manor bridge? I keep before me an extract from the taped conversation I had with the Baileys: Sid: I know what I was going to say, Paddy. You're going to write a book about Barnwell. So this is recording, and you're just going to pick bits out to fit in the book. So it'll be on sale? Kath: (with cheerful confidence) And it's up to you to make it interesting.



Barnwell School: the annual 'rent' of one red rose is payable to the lord of the manor.

Paddy Kitchen revels in the everyday life of an English village that appears to have everything (including ducks).

Refreshed by the old parish pump

and get it right.

It is indeed. And it's one hell of a responsibility. Though I've no one to blame but myself, I wanted to write the book because I think Barnwell is a smashing place, with pretty well everything a village is supposed to have still functioning, including, of course, the school. About 30 children aged 4-plus go to it, and there has been a school in the village since 1604. John Parkes is the present headmaster, and when he took some of the children on a visit to Peterborough Cathedral, a boy exclaimed in astonishment: "Oh! It's even bigger than Mr Parkes!" He's not quite that large, though certainly very tall, and also bearded – rather like a gentle Father Bear.

It is a church school, but not a rigid one; children may be excused religious instruction, and imagination is encouraged when they do projects on the scriptures. Elizabeth Berridge teaches the infants, and experience of her prompted one mother to say to me recently, "I'm just longing for my four-year-old to start school next term so Mrs Berridge can sort her out." Since, however, almost my first experience of Mrs Berridge was in the transformation scene of the Barnwell Entertainers' Christmas panto, when she was wearing black lace stockings, a turquoise miniskirt, and swinging a rope of pearls, I shall never be able to

see her solely as a traditional custodian of the three Rs.

The land on which Barnwell's first school was built was donated by the then lord of the manor, Sir Edward Montague, for the annual rent of one red rose. In recent years this custom has been revived, and towards the end of June all the children trooped out of the school – "Get a move on, Steven, or you'll end up like a squashed strawber-ry in the road!" (Mrs Berridge) – across to the churchyard, down the meadow path, over the old stone bridge and up to the manor front door. There, watched by parents and other villagers, they were met by Her Royal Highness, Princess Alice, Duchess of Gloucester, to whom they sang songs, performed dances, and presented one red rose. The first song was *Summer is a-tumen in*, and hearing the old words sung in the open air, with sheep newly parted from their lambs bleating in the background, was eye-pricking.

Now that it's mid-holiday, families intermittently disappear – in caravans, abroad, to grandparents in Cumbria, for a day at Wicksteed Park – but the entertainment doesn't entirely stop. The Judy Garland/Mickey Rooney spirit – "Let's put on a show in the barn" – has flourished for the past three or four years under the auspices of The Back Garden Company, and I received an invitation to "Come to our show at

10am. It will cost 5p to get in and drinks will be given. It's all happening in our garden. Hope to see you there.

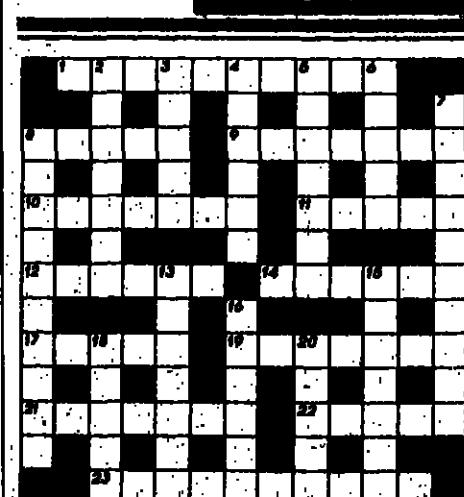
Together with the families of the players and assorted children, I sat in the blazing sun, in a green, green garden, drinking cordial, and watched acrobatics, impressions, mimes and jokes. The players had composed songs to open and close the show, erected a two-tier stage with curtain, prepared tapes for the dancing, bought prizes for the quizzes, made stickers saying "I am thick" for the grown-ups, and written out an individual program-me for everybody. The show kept

them occupied all week, and it diverted us happily on an idyllic summer morning.

Long before computers were considered mandatory, I used to wonder why all children could not be taught to type. When, therefore, our neighbour said, with some surprise, that her nine-year-old daughter – who was our May Queen this year – had appropriated her typewriter to write a story, I tried to sound encouraging. I was rewarded with sight of the story, which has a lovely streak of social realism in it, and I thought how very much easier it is to absorb a piece of writing which is not only typed, but also does not lie underneath 40 others that have to be read so that the eye and the brain have run out of responsive steam by the time one reaches it.

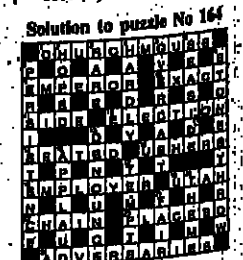
These four months have in fact provided unpressured time to appreciate so many things: the street conversations that turn a quick trip to the shops into a morning's speculation about anything from the new rector to the thousands of flowers that have flourished and fallen in our garden; the families of fledglings that have grown up under the tiles and thatch, who drop to talk, or scold, or cast a look at the garden, and then run off along the brookside under the tall limes and arching willows.

No 165 CROSSWORD by Rufus



Down

- 2 Tail one wags in delight (7)
- 3 Nod's a spoilt children (5)
- 4 List of the bookmaker's slips (6)
- 5 A leg in a storm in the W. Indies (7)
- 6 Odds that aren't odd (5)
- 7 He's unlikely to be found abroad (4,2,4)
- 8 Stive to command union action (4,2,4)
- 13 Fired with real reform and no exaggeration! (7)
- 15 Small type of green (7)
- 16 Stable form of electricity (6)
- 18 Velts to pressure and hands over (5)
- 20 A way to cook meat of a sort (5)



Across

- 1 Intended to take counsel (10)
- 8 Winds blow in the West and South (5)
- 9 Go back to the nursery (7)
- 10 Train me to change gear (7)
- 11 Good man held in ridicule comes to blows, perhaps (5)
- 12 Contend with an involved situation (6)
- 14 An innate ability to make money (6)
- 17 Not left any enlightenment (7)
- 19 It sinks beneath the waves (7)
- 21 It was in form when young (7)
- 22 Saw notice on line (5)
- 23 Anxiety of many in a lovely place (10)

© TIMES NEWSPAPERS LIMITED, 1984. Published by Times Newspapers Limited, P.O. Box 1, 200 Claydon Road, London WC1X 8EZ, England. Typesetting by Computer Graphics Ltd, 25, Upper Virginia, Northampton NN1 1JH. London E.C.1, and printed by Northampton Mercury Ltd, Upper Virginia, Northampton NN1 1JH. Friday, August 17, 1984. Registered as a newspaper at the Post Office. ISSN 0950-0804.

THE TIMES

Educational Supplement

FRIDAY AUGUST 24 1984 NUMBER 3556

FIRST PUBLISHED 1910 PRICE 50p

Pay structure talks close to collapse over contracts

by Mike Durham

The future of the joint working party on restructuring teachers' pay was in doubt this week following Monday's arbitration hearing on the teachers' pay dispute.

After the hearing Mr Doug McAvo, the National Union of Teachers' deputy general secretary, said the employers should withdraw demands for a strict contract for teachers. If they did not, he said, "the structure working party is at an end".

Talks between management and union sides broke down on July 13 after the teachers had submitted a statement of their position in response to the employers' demands.

The teachers said:

- They would not agree to talks on conditions of service in the Burnham negotiating committee;
- They would not accept a contractual obligation to carry out lunchtime supervision;
- Any deal over the definition of teachers' duties would have to include a reference to maximum class size and minimum number of teachers.

• They would not accept "merit money" for teachers.

No date has been set for a resumption of the structure talks, and the union side says it is waiting for the employers to reply to its statement.

However there is doubt whether the talks will usefully resume.

The NUT may instead turn back to traditional bargaining methods, such as the withdrawal of "goodwill" in schools, in order to convince the employers of its case.

Mr McAvo accused the employers of devoting more time to the structure talks at the arbitration hearing than any other single issue – even though both

sides had previously agreed that the talks were not part of the arbitrators' terms of reference.

He said: "The employers believe that only by a rigidly applied, precisely defined contract can they get teachers to discharge their responsibilities."

"In our view that is absolute nonsense. How does it improve a teacher's ability to impart knowledge by supervising children during the lunch break?"

A management spokesman said the employers were not making demands. "We are suggesting there is a job to be defined. We don't see why the teachers should be shy of having a job definition."

"We believe the unions are still in with us in the structure talks. If the NUT decide they don't wish to carry on, then we shall continue without them."

"The talks are in the interests of teachers and education as a whole."

A spokesman for the National Association of Schoolmasters/Union of Women Teachers, the second biggest teaching union, said it would not be prepared to "sell out" on teachers' conditions of service.

But he added: "At the moment we see the only hope of teachers achieving good salaries in the long run as through the structure working party."

"There are some points, such as school meals supervision, which we cannot concede to the employers. But not everything else is sacrosanct. We might, for instance, argue for a contract which included periodic reviews."

"We don't want the talks to fold up. The NUT has made it an ultimatum. We wouldn't go as far as that."

Arbitration hearing, page 3

NALGO staff may take industrial action

Non-teaching staff in schools and colleges who belong to NALGO, the white-collar union, are being asked to consider taking industrial action in support of a 7 per cent pay claim.

The union rejected a management offer of 4.5 per cent last week and has called a delegate meeting next Friday.

The union's membership includes 100,000 school and college secretaries, technicians, school meals supervisors, classroom assistants and school library staff, as well as 18,000 nursery staff.

A large number of education officers working in local education authorities are also affected by the industrial

action call.

NALGO's local government officer, Mr Keith Sonnet, said 4.5 per cent was not the going rate for public or private sector pay increases and did not match inflation.

"The offer does nothing for the problem of low pay."

Father of road death girl, 13, threatens to sue l.e.a.

by Sarah Bayliss

The parents of a schoolgirl killed in a road accident during the teachers' pay dispute are planning to sue the local authority.

Hayley Molton, 13, who attended Joseph Rowntree School in York, was hit by a car which mounted the pavement near her school during the lunch-hour on May 17. She was with a friend who also suffered serious injuries.

Mr Trevor Molton claims that while she was at school his daughter was the responsibility of the local authority, North Yorkshire.

On May 17 some teachers had withdrawn their goodwill and as a result there was limited supervision at lunchtime, Mr Molton said.

On several previous occasions he or his wife had collected Hayley from the school because the timetable was disrupted.

"We thought it was too dangerous for her to ride a bike, we never left her on her own devices."

Mr Molton agreed that on this occasion Hayley had broken a school rule by leaving the site at lunchtime. Her friend had got written permission to be out.

He said: "There's no getting away from the fact that she shouldn't have been out of school, but my argument is that there was inadequate supervision."

Mr Molton, who has a younger daughter aged 12 at the school, went on: "I'm not doing this because I can't come to terms with her death, because I have. But I would like some clarification that the school can look after children properly when this sort of action is going on."

A spokesman for North Yorkshire said no writ had yet been received. He said children who lived some distance from the school had been told to stay on the school premises on the day of the accident.

A full inquest into Hayley's death has yet to be held.

• A verdict of accidental death has been recorded on Sarah Zastepa, aged 7, from Hensworth in Yorks, who was killed by a lorry on her way home to lunch during the teachers pay dispute. Her mother, Mrs Julie Hensworth, refused to blame the teachers' action for her daughter's death.

Research on black exam performance 'inadequate'

by Diane Spencer

There is no clear evidence to support the commonly held assumption that black children under-achieve in school, it was claimed this week.

Research on black pupils' performance, carried out over the past 15 years, has been "distorted, grossly overestimated and highly damaging", according to Mr Barry Troyna, of Aston University's Research Unit on Ethnic Relations. He said the research was based on small samples, ignored

the crucial variables of class, and was racist in its construction.

"If these studies had been carried out in any other area of social science or psychology they would have been laughed out of court," he told *The TES*.

Mr Troyna said he was not rejecting the idea that black children perform less well than their white peers, but research had so far failed to provide a

clear picture.

Writing in the current issue of the *British Journal of Sociology of Education*, he gives detailed examples of where he thinks many studies are inadequate.

A distorted image of black educational achievement is often conveyed by the use of outdated findings, he says. Professor Alan Little's 1978 publication, *Five Views of Multiracial*

Britain, for example, uses evidence based on data gathered between 1968 and 1971 to support the view that West Indians are under-functioning. But "it simply cannot be taken for granted that the situation of the late 1960s and early 1970s remains the same today."

He says that researchers should note that black youngsters may not be motivated to pass exams as they are acutely aware that skin colour is more important to employers than O levels.

THIS WEEK

- COMMENT 2
- PRIMARY 6
- NOTICEBOARD 8
- SCHOOL TO WORK 9
- OVERSEAS NEWS 10, 11
- LETTERS 12, 13
- SUMMER DIARY AND CROSSWORD 32
- CLASSIFIED 24

Limited rights

Europe sets limits to parents' right to choose.

Demobilized

Armed Forces training scheme flops.

Platform

J.J. Jones on how Hillingdon's good house keeping is being penalized.

EXAM HOWLERS

Al Capone... small-time bootlicker – among this year's drop of classic boos. 14-15



Arts/Books

Kenny Mathieson at the Edinburgh Festival; Dick Hook on the Poles' current political dilemma; David Wright on the Johnson Bicentenary; Cecilia Gordon on Brian Jackson's last book; Tim Suter on urban education policies; Joan Freeman on child development theory; Joe Benjamin on the sociology of work.

17-21

Resources/Media

Barry Holmes on new developments in computer simulations for young children; David Self on resources from the Schools Poetry Association; summer activities at the National Portrait Gallery; Hugh David talks to Johnny Ball about a new series of *Think of a Number*; Andrew Peggie reviews *Bass is Beautiful*, a new music

22, 23

COMMENT

Labours' aim
— forward
from the YTS

The Labour Party/TUC paper on industrial training (page 9) bears all the marks of its somewhat troubled gestation. Parts of it are so obviously written to deploy the present case for the continuing TUC presence on the Manpower Services Commission as to distract attention from the important principles which are being propounded for education and training in general and in the long term. Similarly there is a quite unnecessary expense of indignation about aspects of current Conservative policy which reflects the immediate concerns of Labour parliamentarians and this also gets in the way of what should be a less partisan attempt to build a broad base for a comprehensive alternative to Government training policy.

The most important difference between the policy being put forward by Labour and that now being pursued by the Department of Employment and the MSC arises from Labour's commitment to a statutory training policy, generously funded. Present policy leaves the responsibility for training with the employers. It adopts the economists' fiction that training is provided by the employer and paid for by the trainee — whose wages reflect (or ought to reflect) the difference between the value of his or her output and the cost of training. Labour and the TUC want to dispose of this myth and instead nationalize the cost of training (and therefore decisions about who should be trained, and how long and by whom), recovering the cost by some form of levy on employers.

This is an old argument. The present arrangements ought in theory to ensure that decisions are realistic, but they don't because in times like the

present employers' short-term interest cause them to stop training, even though it is in their long-term interest to continue. Increasingly industrial training boards have had to step in to sponsor long-term training. And the Youth Training Scheme (like the YOP before it) is heavily dependent on central funding because, even with deliberately depressed trainee wages, costs of training in the YTS exceed the economic benefits enjoyed by employers in terms of the value of the work done by trainees.

The Government is highly ambivalent on this theoretical issue. It clings to the pretence that training is an employer's prerogative, and the White Paper *Training for Skill*, issued earlier this year, devotes several paragraphs to spelling out what this means for funding of adult training and retraining, which is supposed to be shared between the employers and the workers. But in practice its principles are ineffectively subverted by grants from the Brussels social fund. It has underwritten training, particularly of young people, with large sums of MSC money. Labour's proposals at least have the merit of making it clear where the ultimate responsibility should lie — with the government, as surrogate for the taxpayer. Unfortunately, Labour spoils this clarity by grovelling to the TUC and showing that what its plan really means is taking responsibility for training away from the employers and handing it over to the unions.

All this is of the first importance because of its implications for public expenditure. This is a very expensive document. It almost certainly depends on levying heavy charges on industry. If it does this the power balance will change once again and industry will want more, not less, say in how the money is spent. The more obviously its heart is in the right place, the more expensive it becomes — higher trainee allowances (£34 a week for YTS; EMAs of £25 a week); a two-year YTS (one year general vocational preparation, one year specific skills); better education and training; more adult education; more support in the form of grants and "paid educational leave".

All these are important — and if Labour can balance the books they would become attractive planks in a Labour platform. But the important

policy issue is the one rightly set out at the beginning — the working out in logical detail of the implications of a statutory framework for education and training. Here the document is singularly thin — as if consensus within the group faded as soon as anyone was called on to spell out what this meant. It is clearly insupportable to make training a national responsibility and then hand it over lock, stock and barrel to the unions. Training has suffered for too long from being regarded by employers and unions as a pawn in the larger game of industrial relations.

This said, it is clear that the unions do have a major role to play in training and have already proved this in the MSC, notwithstanding the cooler relationship they have enjoyed with Mr David Young than they once enjoyed with Sir Richard O'Brien. Their present position is becoming increasingly difficult and it is hardly surprising the Labour leaders should have used this occasion to pour balm on their wounds.

Road to
Sheffield
pier . . .

"Well, Secretary of State, you must be jolly pleased at the way it's all going . . ."

"To tell you the truth, Fortescue, it is very gratifying . . ."

"I should think so. HMI reports falling everywhere like acid rain; Sir Wilfred Cockcroft writing under a bombardment of memos; teacher trainers panicking like corner shopkeepers waiting for the VAT man. They say Bernard Delfont is interested in all Grade-related criteria and wants to sign them up for the West End . . . And all this only a few months after Sheffield."

"True, Fortescue. But these are not ends in themselves . . ."

"No, no, of course not, Secretary of State. But still it's wonderful to be able to point to so much action in pursuit of

high standards."

"Yes, Fortescue: never forget that's what it's all about."

"You must be pleased to see all these A level candidates unable to get places at the universities . . ."

"I didn't follow you, Fortescue."

"Clear signs that the university entrance standards are being raised . . ."

"Yes . . ."

"A few more points on the A level grade average which will be required to get in . . ."

"I don't think that necessarily means they're any better, Fortescue."

"I'm not sure I follow you, Secretary of State . . . If they've got higher marks in A level, I thought that meant they must be better. I thought that's what the whole exam business is about . . ."

"Yes, of course it is — in a sense, Fortescue. But you must have read all those articles about what poor predictors A levels are for university success . . ."

"I thought Sir Wilfred was meant to straighten all that out . . ."

"You know — only a handful of marks separating a candidate who gets a B from one who gets a C . . ."

"You mean it's all a bit of a lottery . . ."

"Certainly not, Fortescue. I dislike that phrase intensely. But there is, unfortunately, only a very poor correlation between A level success and class of degree . . ."

"Perhaps we should set the Assessment of Performance Unit on to this. At least they could introduce some helpful confusion into the picture . . ."

"No problem, Fortescue. There is nothing wrong with university selection. It works perfectly. Everyone accepts that it's fair and above board. Justice is seen to be done. There is no hanky-panky. It's not very efficient, that's all. But if selection were really efficient, which of us would be in our present job?"

"I say, sir. That's a bit steep. The Civil Service Commissioners . . ."

"Not a bit of it, Fortescue."

"But if the selection system, based on A levels, is so inefficient, what makes

you suppose O and A levels are not good measures of educational standards elsewhere in the system?"

"Really, Fortescue — how naïve you are after all these years of loyal service — what is it, 20 years and never a least O and A levels are what the public believes in — that alone makes them true. Confidence is what it's all about. The trick is to sustain it . . ."

"So really all this standards business is about confidence . . .?"

"Yes, Fortescue, that's right."

"A sort of confidence trick?"

"Well, I wouldn't put it quite like that. But it works. Look how it disciplines the curriculum, keeps the sixth-formers at their books, enforces academic values . . ."

"I thought that was what Mr David Young is always complaining about."

"Ah, Fortescue, that's another matter: even when you've got his kind of money to play with, you're still dependent on confidence tricks."

"Still, sir, it does rather take the gilt of the gingerbread . . ."

"Nonsense, Fortescue. It simply means we must redouble our efforts. By the time I get back I shall expect the next bundle of paper to be ready. Have a good holiday, Fortescue . . ."

"And you, Secretary of State . . ."

o . . . no comment

Dear Sir
Re: English — Paper 1 (120000/120000)

I note with some concern that the instruction for Section B no. 3, requires candidates to write a report for their Head Master. Apart from causing some confusion amongst my pupils, this instruction seems to me to suggest that all Heads are necessarily Masters, which is neither true, nor in keeping with current anti-sexist trends. What's wrong with the term "Head Teacher"? Yours faithfully
(A N Oxxxxx)
Head Mistress

Letter to the Secretary of The London Regional Examining Board.

'Keep daily work record' call to teachers

Mike Durham reports on the pay dispute arbitration hearing and an alleged insult over staff commitment

Classroom teachers are to be asked to keep a daily diary of their working lives next term, in order to demonstrate the level of their professional commitment to the job.

The self-evaluation could signal the opening shot in a renewed pay campaign in 1985, with the possibility of teachers being urged to withdraw "goodwill" permanently over voluntary non-teaching duties such as lunch-time supervision.

The announcement by Mr Doug McAvoy, National Union of Teachers deputy general secretary, followed Monday's pay arbitration hearing and claims that the employers had been deeply offensive about the level of teachers' professional commitment.

Mr McAvoy accused the employers of insulting teachers' professional skills and dedication to the job.

One section of the employers' written evidence expressed concern at what they called "the cumulative erosion of professional commitment", in the light of the withdrawal of "goodwill" during industrial disputes.

But Mr McAvoy claimed on Tuesday that in their verbal evidence the employers had "left the arbitrators in no doubt" that they were referring not to a few individuals, but to teachers in general.

Mr McAvoy said: "The majority of teachers will be deeply offended by that criticism of their level of commitment."

This was particularly so, he added, when "they know, their headteachers know and their governing bodies know that but for that commitment, education in the last few years would have been dangerously near to total collapse."

It would also raise expectations among the groups of workers who have not yet settled, and create a climate in which it is more difficult for negotiators

He said the NUT would be advising members to "measure" the level of their professional commitment in the autumn term with the aim of "reviewing and revising" it.

NUT members are to be asked to monitor the amount of time they spend on non-teaching duties such as school meals supervision, playground duties and after-school activities.

The information will be collected during the first few weeks of the autumn term, pooled and analysed for use during next year's salary negotiations.

Mr McAvoy strongly suggested that unless teachers received a substantial pay rise this year there could be a campaign of withdrawal of "goodwill" as a result of self-evaluation.

He predicted: "There will be a dramatic decrease in what teachers do voluntarily as part of their duties. Unless they are paid accordingly there is absolutely no reason why they should continue to do these things."

A management spokesman, Mr Gordon Cunningham, education secretary of the Association of County Councils, said the employers had merely repeated to the arbitrators what was in their written evidence.

"We were not seeking to be offensive, but we were pointing out that there is a problem when teachers withdraw their goodwill, and our evidence is that it's a growing one."

He added that the definition of teachers' duties was under separate consideration in the joint management-union working party on teachers' salary structure.

Monday's arbitration hearing, which lasted for 10 hours, was described as amiable, although union sources claimed that it had emphasized the gulf between the two sides.

Mr McAvoy said there had been "practically no area where there was an overlap, or even a merging of views" between the opposing parties.

The union side chose to emphasize its view that the Houghton and Clegg reports were highly relevant to the value of teachers' pay in 1984, and to catalogue ways in which the teacher's job is said to have become more difficult.

According to one union source, "95 per cent of the employers' case concerned itself entirely with the 'can't pay, won't pay' argument."

Mr McAvoy said the management side had said it was unable to pay, but had then gone on to emphasize that it was unwilling to look elsewhere for additional finance to meet the teachers' claim.

"That is crucial — the implication being that even if they had more money themselves, they would not seek to use it to pay teachers more. The employers have decided for themselves that teachers are not worth any more money."

Mr McAvoy made it plain that Monday's arbitration talks were a watershed, as far as the NUT was concerned. It marked the end of the 1984 pay round and the union was now preparing for a new campaign in 1985.

The NUT is to hold a reconvened salaries conference on September 29 to discuss its strategy for next year's pay talks.

Diane Spencer

FE staff warned of too high pay claim

to get agreements at the present level of around 4.5 per cent.

Further education teachers, as with primary and secondary teachers, do not constitute a special case, say employers. Current salary rates for FE staff average £11,728, which compares favourably with other public sector groups.

Education authorities have no difficulty in recruiting and keeping FE teachers of suitable quality despite the need for the service to compete with the private sector for staff with a wide range of professional and other skills.

Employers firmly reject the FE teachers' panel claim for automatic transfer from the maximum of Lecturer Grade 1 to the Lecturer scale.

There is a need for two grades, they argue, because L1 is the basic grade for non-advanced work and L2 is the basic one for advanced work and a promotion grade for non-advanced.

The employers emphasize that the Burnham FE Committee reached an agreement on a 1984 pay increase of 4.45 per cent for the total wage bill on April 16. The 75,000-strong lecturers' union, the National Association of Teachers in Further and Higher Education with the majority of seats on the teachers' panel, recommended the offer to its membership. They rejected it.

"The unprecedented non-ratification of a committee agreement is not helpful to the climate of trust in which FE negotiations have traditionally been conducted."

Mr McAvoy made it plain that Monday's arbitration talks were a watershed, as far as the NUT was concerned. It marked the end of the 1984 pay round and the union was now preparing for a new campaign in 1985.

The NUT is to hold a reconvened salaries conference on September 29 to discuss its strategy for next year's pay talks.



Fitting preparation: a youngster from the St Mary of the Angels primary school has a last-minute costume measurement in readiness for this weekend's Notting Hill Carnival. The school is enacting the story of The Ark.

Midland banks on young interest

The Midland Bank has launched a new savings account designed to attract seven to 16-year-olds. The Griffin Savers Account can be opened with a minimum of £10 and pays an interest rate of 2 per cent above the present deposit rate of 8 per cent if the money is kept in for at least six months.

Capital Protection

Investment and Inflation
Tax Free Income
Preserving Capital Growth
Planning Retirement Income
Mitigating Taxation
Capital Taxes
10 Year Performance
Average is over 15% pa

Contact
TJ Christensen & Partners Ltd.
FREEPOST, St Albans
Herts AL1 3BR.
Name
Occupation
Address
Tel No.

Euro setback in
fight for grammars

Grammar school supporters who were looking to the European Human Rights machinery to guarantee parents' right to a selective education for their children have had their hopes dashed, writes Biddy Passmore.

The European Commission of Human Rights has decided that the obligation of a state providing public education to respect parents' philosophical convictions does not extend to paying for a particular type of education. Ensuring respect for parents' beliefs "is not without some limitations of a practical nature", it believes.

The commission has therefore ruled as inadmissible applications from two sets of parents whose children, a boy and a girl, were refused places at Salisbury grammar schools even though they had passed the 11-plus.

The parents, William and Daphne Medland and Michael and Hazel Irvine, had claimed a breach of the part of the Human Rights Convention which guarantees parents the right to have their children educated in accordance with their religious and philosophical convictions. (The parents wanted both selective and single-sex education.) It is the same section under which two Scottish mothers established parents' right not to have their children beaten at school.

If the commission had found the cases admissible and the superior body, the Court, had then ruled in the parents' favour, the consequences would have been far-reaching. Each local education authority could in theory have been forced to reintroduce some selective schools and to make both mixed and single-sex schools available in an area.

Meanwhile, Mr Peach and Mr Naylor are carrying on their fight to retain what selective education Wiltshire still has. The two grammar schools in the European case, South Wiltshire Girls' and Bishop Wordsworth Boys', are the last two left in the county. Their fate is still a matter of hot political debate even though Sir Keith Joseph, the Education Secretary, last year turned down a reorganization plan which would have abolished them.

Mrs Medland, who wanted her daughter Lesley Ann to attend South Wiltshire Girls Grammar School, said she was "really very upset" by the decision. They were unhappy with what they felt was a lack of discipline at Westwood St Thomas Comprehensive School, which Lesley has been attending since Wiltshire county council refused her a place at the grammar school. Her daughter would be better suited to a more academic curriculum, she said.

Mr Roger Peach, a Conservative Wiltshire councillor and solicitor who submitted evidence to the commission on the parents' behalf, and Mr Fred Naylor, another Conservative councillor, suggested that the European Human Rights Convention was an inadequate safeguard of parents' rights.

"The avoidance of unreasonable public expenditure is obviously a limiting factor," they said. "But this case shows that Article 2 is not sufficient to guarantee large sections (even a majority) of the population the right to educate their children in accordance with their religious and philosophical convictions that are at odds with those that the state would impose."

Mr Peach and Mr Naylor are carrying on their fight to retain what selective education Wiltshire still has. The two grammar schools in the European case, South Wiltshire Girls' and Bishop Wordsworth Boys', are the last two left in the county. Their fate is still a matter of hot political debate even though Sir Keith Joseph, the Education Secretary, last year turned down a reorganization plan which would have abolished them.

Every which way . . . and lose

Let us assume, for the sake of argument, that Sir Keith Joseph is right and that standards in British education are far too low. The question is what remedy is most promising? At present, four main strategies are suggested. The first is an increase in centralized direction and control over what is taught and how it is assessed. Elements of this approach include recommendations for a "core" curriculum, the reform of external examinations at 16-plus and the use of the Manpower Services Commission to direct vocational education.

The second approach is through greater expenditure. The argument is that any improvement in the output of education depends upon increasing the inputs.

The third approach is to increase the "quality" of teachers, by better initial training, by multiplying in-service courses and by conducting "performance reviews" of schools.

All these three approaches imply an operation "from the top down". It is believed that the Secretary of State, or a local education authority, knows or can discover what schools should offer, and how; a national or local decision to spend more money will naturally produce a better education; the key to better teaching lies in better teachers, so teachers must be trained, retrained, assessed and reviewed.

The fourth approach, by contrast, works "from the bottom up": it implies that education will improve if learners take more responsibility for their own

Every
which way
... and lose

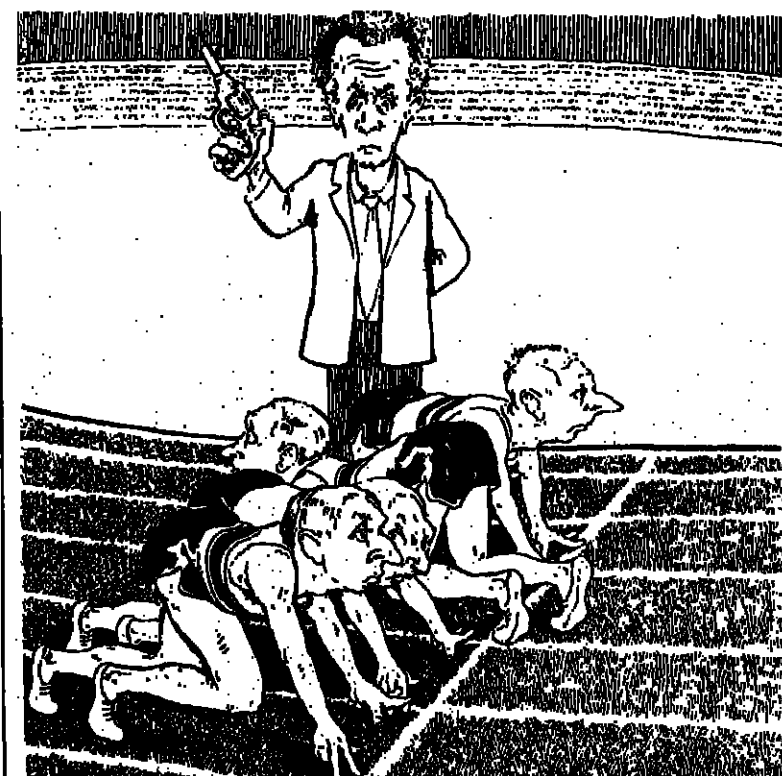
Let us assume, for the sake of argument, that Sir Keith Joseph is right and that standards in British education are far too low. The question is what remedy is most promising? At present, four main strategies are suggested. The first is an increase in centralized direction and control over what is taught and how it is assessed. Elements of this approach include recommendations for a "core" curriculum, the reform of external examinations at 16-plus and the use of the Manpower Services Commission to direct vocational education.

The second approach is through greater expenditure. The argument is that any improvement in the output of education depends upon increasing the inputs.

The third approach is to increase the "quality" of teachers, by better initial training, by multiplying in-service courses and by conducting "performance reviews" of schools.

All these three approaches imply an operation "from the top down". It is believed that the Secretary of State, or a local education authority, knows or can discover what schools should offer, and how; a national or local decision to spend more money will naturally produce a better education; the key to better teaching lies in better teachers, so teachers must be trained, retrained, assessed and reviewed.

The fourth approach, by contrast, works "from the bottom up": it implies that education will improve if learners take more responsibility for their own



learning. It seeks to give substance to those parts of the Education Acts which are concerned with suitability to individual age, ability and aptitude and with the wishes of parents. The latest official manifestation of this approach (though there are many unofficial ones) is the draft policy on records of achievement.

Characteristically, the present Secretary of State is pursuing all four approaches simultaneously and with equal vigour: centralization is greatly increased; expenditure on education and training rises while numbers fall; teachers are trained — and nagged — into doing better; and both parents and pupils are to have an enhanced place in the management of schools and of individual schooling.

The examinations themselves are discredited, in government, in the schools and among pupils — especially among "successful" pupils. The reformed system involves an elaborate hunt for the chimera of "criterion-referencing" of standards, but without any hope that standards will, in fact, be raised. The banalities of a core curriculum conceal the real problems. The "vocational" offerings of the MSC are already as discredited among the young as any academic exam syllabus.

If money could have done the trick, it would have done it by now. The education service is opulent as never before. Huge increases are needed to produce trivial improvement. There is no imaginable level of expenditure that would make improvement inevitable.

There can be many arguments about the quality of in-service training. The trouble is that such training bumps up against the logical and practical difficulty that efforts to improve teachers do not directly or necessarily improve the performance of students. If the latter is what is required, why not do it directly?

This brings us directly to the fourth approach. The greatest resource in education is not the "system" or money or even teachers — it is the students. It is only if their characters, capacities, knowledge, energies and hopes can be harnessed that education can take place at all. Their desire to learn, so noticeably absent at present, can be enhanced if they themselves take responsibility for their learning.

What this means is that teachers must get used to listening to what students are saying. A convenient moment for this is the "options" stage at the end of the third year at secondary school. At present this is a debilitating choice between more or less attractive packages. It could be a time in which young people reflect, with their parents and teachers, on

what it is they bring to the last two years of their compulsory schooling, what it is they wish to be and to do at the end of it, and what would enable them to get from one to the other.

An educational programme is best thought of as a solution to some problem or problems, and the problems that most people care about are the ones that face them directly. It is hard to see to what problems O level English is a solution.

The importance of the Secretary of State's new policy of records of achievement is that it could transform students' views of themselves and the purposes of their education. Even as it stands it offers some hope of recognizing the nine-tenths or more of the whole person which is neglected by examination courses and assessed by the examinations themselves. But its promise will be unrealized if the record remains the passive filling up of a form or becomes the accumulation of report-like judgments from teachers. Instead, the recording can and should be the summarized evidence of achievement in a course which students have planned and for which they are responsible.

Every step towards centralized control of guidance, every increase in the "training" of serving teachers, makes this outcome less likely. Every assertion that improvement depends upon increased expenditure dooms another generation to frustration and apathy. Most of the means which the Secretary of State is pursuing will destroy the ends he asserts. His only promising proposal, on records, is one that recognizes and uses the contribution of each individual student. The future of the country depends on people not on systems.

Tyrrell Burgess

Tyrrell Burgess is reader in the philosophy of social institutions at the New East London Polytechnic.

Every which way . . . and lose

Let us assume, for the sake of argument, that Sir Keith Joseph is right and that standards in British education are far too low. The question is what remedy is most promising? At present, four main strategies are suggested. The first is an increase in centralized direction and control over what is taught and how it is assessed. Elements of this approach include recommendations for a "core" curriculum, the reform of external examinations at 16-plus and the use of the Manpower Services Commission to direct vocational education.

The second approach is through greater expenditure. The argument is that any improvement in the output of education depends upon increasing the inputs.

The third approach is to increase the "quality" of teachers, by better initial training, by multiplying in-service courses and by conducting "performance reviews" of schools.

All these three approaches imply an operation "from the top down". It is believed that the Secretary of State, or a local education authority, knows or can discover what schools should offer, and how; a national or local decision to spend more money will naturally produce a better education; the key to better teaching lies in better teachers, so teachers must be trained, retrained, assessed and reviewed.

The fourth approach, by contrast, works "from the bottom up": it implies that education will improve if learners take more responsibility for their own

PRIMARY

Somerset puts its achievements and ideas on record

by Sarah Bayliss

Two Somerset primary schools are to share a full-time teacher who has expertise in games and gym from next term, because it is the best way to fill two part-time vacancies.

The plan has been welcomed by the local authority and is mentioned in a new book recording ideas and achievements in Somerset primary schools.

According to Mr Barry Taylor, the county's chief education officer, the book is the first step towards unified advice to schools and it offers "a clear direction for the future".

The book was produced in 12 months by a team of teachers and inspectors, and includes 50 outlines of practical ideas devised by staff and children. These range from descriptions of projects and subject themes, to schemes involving parents, ways of keeping records and easing the transition between primary and secondary, and methods for ensuring that school is part of community life.

One "snapshot" describes how a head and reception teacher set out to explain to new parents what the first few months of school would be like for four to five-year-olds. The school was hindered by being crowded and busy during the day with little room for parents to sit and observe.

Using a new video camera and children from the top juniors as commentators, staff made a film over 12 months showing how the school worked and how the curriculum developed for young children, "moving from the early 'play' activities through the pre-reading skills for example, and on to the early stages of reading from books".

Parental response to the film was encouraging, according to the staff. "If a picture can be worth a thousand words, then a 25-minute video must be worth several million!"

Another "snapshot" describes how a first school for four to nine-year-olds improved its record keeping by including examples of children's work and by children showing a year's work to their new class teacher at the end of the

summer term. Their unfinished exercise books continued to be used from one year to the next.

Apart from providing the teacher and pupil with handy evidence of what they could do, "it helps the child to appreciate the continuity of the work undertaken... (which) must help him adjust to his new class and teacher much sooner and, therefore, facilitate his progress and confidence".

In a chapter called "Children at Work - integration" a probationary teacher with a class of eight to nine-year-olds tells how children explored their school's history, culminating in an exhibition for the school's open day. Children dressed in period costume and sampled Victorian-style lessons with their desks in straight rows. "For lunch they ate pasty and drank cold tea in the field."

The book is over 80 pages long and includes many photographs and samples of children's work. It cost the authority £5,000 to produce and was launched at nine meetings throughout the county last term. Every teacher and governing body now has a copy.

Mr Barry Taylor, Somerset's chief education officer writes in the introduction: "This is meant to be a celebration of achievement, an encouragement to all of us who earn our living in education and an underlining of the crucial importance of defending the quality which we have."

Mr Tony Murray, a primary inspector and one of the authors, said this week that a slimmer version was being prepared for parents; video and slide presentations are also in the pipeline to help schools with in-service training.

"We are trying to raise the profile of primary education in Somerset," he said. Referring to the two schools which have arranged to share teacher and subject expert, he said: "We thought this was a super initiative which other teachers would like to know about. We are not trying to be prescriptive, but we want people to think and look outwards."



Children in outer London whose playing field provides access to a building site, have been given hard hats and a lesson about the dangers of trespassing and playing on sites.

A building company, John Willmott Housing, has a £3.3m contract to build housing for British Airways' staff next door to the Crane Junior school, Hanworth, Hounslow.

Worried about children's safety, the company offered to show pupils an educational film, "Building Sites Bite", produced by the building industry about the hazards presented by machinery, scaffolding and holes in the

Danger on building site 'playgrounds'

ground. The company also took the children and Mr Gerry Bates, the headteacher, on a tour of the site and canteen.

"The whole idea has proved to be a useful message and is one we shall repeat," said Mr Ian Dixon, chairman of the parent company in the centre of the picture with Mr Bates above. "One child injured or killed is one too many and we are delighted our message is getting through."

"Building Sites Bite" is available for hire or sale from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks HP3 8TN.

Sarah Bayliss

Second fire forces juniors to transfer

Pupils at a Knowsley junior school will start the new term at a neighbouring infants school after fire - believed to be the work of arsonists - practically destroyed their building. This is the second blaze at the school in six months.

The fire at St Brigid's Roman Catholic junior school, Cantril Farm, Merseyside, gutted a kitchen, offices and storerooms destroying new books

and equipment and causing damage worth £100,000.

The school was only just recovering from a more serious fire in February which destroyed the hall and six classrooms worth £200,000.

A spokesman for the authority said the 15-year-old school had been almost completely destroyed but, as a result of falling rolls, its 150 pupils could be housed in the neighbouring infant

school.

Knowsley is now planning to apply to the Department of Education to have the two schools amalgamated as a single form entry primary. The remains of the junior school would be demolished.

Knowsley Security Force, which patrols public buildings to protect them from vandals, is stepping up its visits to the site.

NEWS

Technology career plan

Women who have no training in technology will be able to study for a new career through an Open University bursary scheme sponsored by the Manpower Services Commission.

Bursaries totalling £42,000 are being offered to women who have left work for family reasons but intend to return to a job in the next three years.

They will take the first-year foundation course in technology, then choose from 26 maths, science and technology courses.

Courses

LONDON DYSLLEXIA ASSOCIATION A CROSS CULTURAL STUDY IN LEARNING DISABILITIES

A half-day seminar on the tests carried out in 3 schools in Southampton in July 1983. Presented by Prof. Martin Torgesen, San Francisco State University, and Kenneth Cornwall, Principal Ed Psych, Hampshire School Psychological Service.

9.30 am Saturday 1st September at Fawley House, 22 Prince Gate, W8 5PR, London W8 5PR. Further details from Vernon Sullivan, 01-497 9173 or 0276 9173.

David Lister looks at research into pupils' habits

Youngsters clean up image

Detailed new research on 15-year-olds due next month will shatter the popular image of today's comprehensive school youngster as a grimy, street-wise urchin.

And teachers can also expect surprises when the research is published by the Health Education Council schools' health education unit.

Principally, it will show that today's schoolboy is likely to be ultra-clean, go to bed at a reasonable hour and get up early.

Both the typical schoolboy and schoolgirl drink a little too much, perhaps, but not many smoke and a lot of those who do would like to kick the habit.

Sadly, too many have already kicked the homework habit. One in two boys and one in three girls admitted they had done no homework the night before the survey. Only one child in ten does more than two hours homework a night.

Research staff at the unit at Exeter University under their director, Mr John Balding, expect some of these revelations to shock teachers.

A computerized data bank at the university contains the answers to questionnaires from 37,000 pupils in nearly 200 schools in the United Kingdom.

published in book form next month. Some of the early results of this were exclusively previewed in *The TES* last March.

Unit questionnaires are sent to schools. The unit then processes the answers and returns the results to teachers to help them both formulate health education lessons and better understand their pupils.

Among the survey's findings are: ● Thirty six per cent of 15-year-old boys and 25 per cent of the girls watch more than three hours television a night.

● Only 10 per cent of boys and 9 per cent of girls spend money on books; while 32 per cent of boys and 46 per cent of girls buy comics and magazines.

● One in ten boys and girls have an income above £10 a week and more than one in five above £5 a week; Saturday and evening jobs among 15-year-olds are widespread.

The research will also reveal the following facts about the 1984 adolescent:

Hygiene: Over half the boys and virtually all the girls use a deodorant and take a bath or shower three times a week. Eighty-five per cent of boys and 97 per cent of girls wash their hair twice over a seven-day period. Only 2 per cent of boys - and not a single girl - failed to wash their hair at all.

Teeth: Every girl claimed to have cleaned her teeth the previous day.

Seven per cent of boys admitted they had not. Fifty-five per cent of boys and 79 per cent of girls clean their teeth twice or more. But, surprisingly, more girls than boys (37 per cent compared with 34 per cent) had fillings when they last visited a dentist. But then 66 per cent of boys and 68 per cent of girls say they spend money on sweets, ice cream and chocolates.

Drink: Seventy three per cent of boys and 62 per cent of girls drank some sort of alcohol over a seven-day period. Easily the most common source of drink was the home, though a lot of licensees do seem to be breaking the law with 20 per cent of boys and 14 per cent of girls drinking in pubs.

Smoking: Fourteen per cent of boys and 20 per cent of girls smoke at 15 (fewer than is commonly thought) and two-thirds of these would like to give it up.

Bed time: Nearly half of both sexes go to bed between 10 and 11 and more than half are up by 7.30; but a third of 15-year-olds do go to bed after 11.

Pain killers: Twenty two per cent of boys and 39 per cent of girls take some sort of pain killer at least once a week, perhaps to cope with the effects of loud music or the stress of adolescence.

Sex: Friends were the major source of information on sex for boys and girls, followed by parents (particularly for girls) with teachers much further down the list.

Demolition plan fought

by Bert Lodge

A High Court judge will today review a court order preventing Liverpool City Council from demolishing a disused school.

The injunction was granted last week to a group of residents in Vauxhall, a deprived inner city area, who want the school as a replacement for their present overcrowded and inadequate community centre. The council wants the site for housing development.

Local residents occupied the school, St-Pious X, for five days last week to prevent bulldozers moving in. They maintain that to replace the amenities of the former boys' secondary modern, built about 20 years ago, with its hall, gymnasium, swimming pool and canteen, would cost more than £2m.

Mr Thomas Roach, chairman of the local housing federation representing 17 tenants' associations, disagreed with Mr Dominic Brady, the education committee chairman, who was reported as saying that decent housing was more important than redundant school buildings.

When St-Pious X closed last year the roll had fallen to about 150. The building became surplus when it was not included in the Roman Catholic schools' reorganization plan agreed earlier this year.

12 levels of parentheses and 4 pending operations

Co-ordinate indicator keeps track of calculations

16 functions, everything necessary up to A level

Comprehensive manual written by maths teachers

Constant Memory

Smooth action, non-slip keys - the largest of any portable

7 year warranty - longer than any other calculator

Dimensions: 87 x 152 x 15mm. Pocket sized desk top too

Years of calculation on a single battery

Non-coded key symbols

Tilted display - 11 digit accuracy

AOS indicator makes calculations easier

Everything you told us a school calculator should be. The TI-30 Galaxy.

You told us so much about how school calculators could be improved, it's not surprising the result is something totally different.

Our new TI-30 Galaxy is so different you could call it the Maths Machine.

Made to make maths easier. Made for today's

students and today's upper school courses. Made to last.

Unique Algebraic Operating System*

$1+2 \times (3-4) = ?$	AOS*

If you haven't used a TI-30 Galaxy yet, try one. We think you'll find we've got it right. After all, we listened to the experts. You.

TEXAS INSTRUMENTS
Creating useful products and services for you.

*Trademark Texas Instruments

SCHOOL TO WORK

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED
DATE 01-11-2001 BY 60322 UCBAW

OVERSEAS

Mintoff tries to outlaw fees for Church schools

MALTA

Law erodes Roman Catholic power, a correspondent reports

The Roman Catholic Church is fighting a bitter, last-ditch battle with the Government of Socialist Prime Minister Dom Mintoff, to save its 19 schools. As the Government supports the principle of free tuition for all, it wants the Church to come into line with State schools and stop charging fees. Church schools, by law, must not charge more than 72 Maltese lira (about £110) a year.

The Church, whose power had been eroded by Government legislation, says it cannot afford to do so. But Mr Carmelo Mifsud Bonnici, the Education Minister, says that it can, and that it must, otherwise it will not be allowed to run schools from the start of the next school year in October.

A Bill to amend the Education Act was rushed through Parliament before Easter. It laid down that private schools - meaning Church schools - could not charge tuition fees.

It also closed a loophole by forbidding the schools to receive donations - parents had already pledged to pay the schools as much in donations as they paid in fees last year.

The present Archbishop, Monsignor Mercieca, has rejected those conditions saying they infringed on the identity, character and autonomy of its schools.

Reprisals were not long in coming. At the beginning of this month the operating licences of eight leading Church schools were revoked. The schools had 5,000 middle school pupils last year, and are regarded as among the country's best.

Both the Archbishop and the Federation of Parent-Teachers Association are suing the Government. The FPTA is also holding frequent rallies attended by thousands. In defiance of the regulations, it has urged parents to pay the donations they had pledged.

But the parents are in a dilemma. The more militant say that they would rather keep their children at home

than send them to state-run schools, but this would mean breaking the law that education is compulsory up to the age of 16.

The Nationalist (Opposition) Party, led by Dr Edward Fenech Adams, whose three sons attend a Jesuit school, has long ago said that the issue was political and would be fought to the bitter end.

Many people in Malta see the issue as an unnecessary "battle" - not a measure to make education free for all, but a continuation of the 20 years' struggle to break the power of the Catholic Church.

They also claim that Mr Mintoff is trying to have his revenge over the Church for the dispute in the 1960s which, he often claims, cost his party three elections. When Mr Mintoff was trying to integrate Malta as part of Britain, the Church opposed him.

It reached a climax when the leaders were interdicted and it became a mortal sin to vote for the party or to read its newspapers. Although the dispute was patched up in 1969, distrust remained.

A few months ago the Government passed a law to compel the Church to provide valid proof of title over lands or else lose them.

But the dispute over the schools is regarded as the most bitter yet. The process has been slow but calculated. First it stopped subsidies, forbade donations, and fixed fees, which made several schools run at a deficit. And because the schools feared that the Government would soon try to take them over, they stopped expanding despite demand for places.

The Government has sought to challenge the popularity of private schools by opening "junior lycées" for both boys and girls, claiming to cater for the brightest pupils (who have to pass a tough admission examination), with the best teachers and the latest equipment. Students attending sixth form classes were awarded extra points for admission into the university, making admission for pupils from private schools virtually impossible except for the very brightest.

The Government has said it does not want to close private schools but most people believe it is going about the process by slow strangulation.

When the bell rings . . .

Defence drill is a daily part of school life for these Salvadoran children living on a farming cooperative for refugees just outside Managua, Nicaragua. Teacher Don Luis runs through the drill every morning. The children clamp sticks in their mouths to prevent themselves biting through their tongues or having their ear drums burst should the settlement be bombed. One child hands out the sticks, the others run in disciplined single file from the school-room. Outside, they take it in turns to practise running and rolling down a bank, as if avoiding fire from the air. The children have also dug themselves a protective trench. It is a point of pride - and a reflection of the uncertain atmosphere they live in - that no adults are allowed to know where the trench is. If they want to see it, they are taken there blindfolded by the children.

Pictures by Reen Pilkington



Reagan manoeuvres for more maths money

UNITED STATES

Peter David on a surprising budget boost that has slipped through Congress

A bizarre sequence of political manoeuvres, that could probably have occurred only in the United States in an election year, enabled President Reagan last week to sign into law a new Bill authorizing an extra \$1,000m (£770m) for maths and science education over the next two years.

The Bill, which is widely regarded as an essential first step in a long-term campaign to upgrade the quality of maths and science teaching, squeezed through Congress largely because it became the vehicle for a completely separate measure giving religious groups the same right as other organizations to hold meetings on school premises.

It was this provision, called the "equal access" measure, that enabled the Maths and Science Bill to slip through Congress and receive presidential support despite its call for

much higher spending on maths and science than the Reagan Administration recommended in its own Budget proposals for the 1985 fiscal year.

The equal access provision is regarded by the Administration as the next best thing to a constitutional amendment allowing organized prayer to be held in publicly funded schools. The Administration failed earlier this year to persuade Congress to lift the ban on organized prayer which the Supreme Court imposed in 1964 to preserve the constitutional separation between Church and State.

Restoring prayer in schools has been a major item on the Administration's so-called "social agenda" and the President has made it clear that he wants some progress on the issue before the November election. Given that three-quarters of Americans support school prayer, the Democratic-controlled House of Representatives joined the Republican Senate in endorsing the equal access measure.

Although the new measure will not restore prayer, it is expected to make it impossible for courts to prevent informal religious meetings from taking place on public education facilities. The Bill stipulates, however, that teachers cannot participate, except as

observers.

For teachers, the use of the Maths and Science Bill as a legislative vehicle for the equal access measure is a stroke of luck. Until the religious issue became part of the Bill, the legislation appeared stalled in Congress because of the Administration's reluctance to increase spending.

Under the Bill, the Department of Education is authorized to receive an additional \$750m this year and next for distribution to state programmes designed to upgrade the skills of maths, science, computer and foreign language teachers. Over the same period the National Science Foundation would receive an extra \$245m to set up maths and science-oriented teacher institutes and help improve secondary school science curricula.

The Administration, by contrast, had recommended an increase of only \$50m in maths and science education in the 1985 fiscal year.

But the money is not yet on the table. The Bill signed last week is an authorizing measure, which sets an upper limit on expenditure. The actual sums available will depend on what Congress decides when it considers appropriations legislation on its return from the summer recess next month.

New limits urged for paying pupil benefits

AUSTRALIA

A team of experts from the Organization for Economic Cooperation and Development (OECD) has proposed severe restrictions on the payment of unemployment benefits to Australian school-leavers.

The team has also recommended that an allowance be paid to pupils in the final two years of secondary school, and that the same allowance be paid for one year only to those young people who do not continue their education in the sixth form.

During this year, referred to as Youth Entitlement Year, school-leavers would not be entitled to unemployment benefits and could only accept jobs that were part of a recognized training activity, such as an apprenticeship.

These recommendations form part of a draft report presented to the Federal Government this month by the OECD team, which was headed by Ms Ritt Bjelkegaard, a former Danish Minister for Education and Social Affairs. Other members of the team were: Mrs Anke Fuchs, former West German Minister for Youth, Family and Health; and Sir Richard O'Brien, chairman of the British Engineering Industry Training Board.

The primary aim of the report is to assist the Government in tackling youth unemployment, which is now running at about 25 per cent across the country.

If adopted, it would completely restructure the Australian system of youth training programmes, unemployment benefits and education allowances.

The emphasis would shift away from finding young people short-term jobs or providing them with the skills towards forcing school-leavers to get a better education and increase their occupational skills.

The report also recommends that there should be more incentive for young people to undertake further studies. This would include cutting unemployment benefits unless the students enrolled in training programmes.

The report is pessimistic that the rapid recovery of the Australian economy will overcome the youth unemployment problem.

"The number of unemployed youth is so large that under even the best growth conditions, it will take an intolerably long time to create the needed jobs," the report says.

Lula Garcia

Wave of unrest as black schooling is dealt new blow

SOUTH AFRICA

Jean Hay on the latest crisis for black education

Black education - the poor stepchild of white education in South Africa - has been dealt another blow. A Cabinet reshuffle has resulted in Mr Barend du Plessis being appointed Minister of Finance, leaving black education without a minister.

Until a replacement is found black education must crouch under the umbrella of Dr Gerrit Viljoen, the Minister of National (white) Education.

For the past decade black education has lurched from crisis to crisis with pupils rebelling against a schooling system they believe to be chronically inferior to that of whites.

The more comes of another wave of student strikes and boycotts is sweeping the country. Last week the unrest,

involving 19,000 black pupils, prompted police action which claimed the life of Matikweni Nkuna, a technical college student who died after being killed by a plastic bullet.

In a black township north of Johannesburg classes were suspended after 1,000 schoolchildren set fire to a school, and 2,000 students at the University of Zululand were sent home after refusing to attend lectures.

Earlier this year there were school boycotts in the black township of Atteridgeville outside Pretoria in protest over "gutter education" - a term used by blacks to express their contempt for their schooling.

And it is feared that further unrest may erupt later this month in the country's black and "coloured" schools as pupils voice their rejection of the imminent elections for separate parliaments for different race groups (but not for blacks).

The transfer of Mr du Plessis has lent credence to the belief that the Government considers the black education portfolio to be little more than a

stepping-stone.

Mr du Plessis was one of the few ministers to hold the portfolio who could boast any experience or qualification in education. And at 44, he is considered a bright young star.

He surprised several Government members by his handling of the Atteridgeville boycotts when he invited a delegation of the 600 boycotting students to discuss their grievances at his home in Pretoria.

During the boycotts he also took the unusual step of consulting Bishop Desmond Tutu, the general secretary of the South African Council of Churches, an outspoken critic of the Government.

However, his approach failed to halt the boycotts and, as a result, six Atteridgeville schools have been closed and some 6,000 school children have lost a year's schooling.

The only glint of hope for black pupils and teachers is that Mr du Plessis will bring to his new portfolio a stronger understanding of the financial needs of black education.

Tightening of the screw...

DENMARK

Another stiff package of educational reforms, rationalizing programmes and cutbacks, instigated by Mr Bertel Haarder, Denmark's Liberal Minister of Education, has left the Danish educational system feeling distinctly uneasy.

A battle to keep numbers in class six in the gymnasium (upper secondary schools) at 24 was lost despite strikes, sit-ins and demonstrations by over 40,000 pupils and teachers from more than 100 secondary schools in 22 Danish towns and cities.

Mr Haarder, faced with the twin problems of a growing teacher glut and falling rolls, upped gymnasium class quotas to 28 and introduced legislation facilitating the closure or amalgamation of folkeskoler (lower secondary schools) in urban districts with declining populations.

The upsurge over the class quota increases had barely died down, when the Folketing (parliament), at its closing session before the summer recess, narrowly voted to transfer 42 state gymnasiums from state to town and country council control.

The law, effective from 1986, means that local authorities will then control all Denmark's 129 state and county upper secondary schools, an administrative decentralization which teachers' organizations and the largely leftist political opponents of the legislation presented by the Conservative-Liberal minority coalition government, feel will lead to a tightening of economic and bureaucratic control, as well as mergers and closures of gymnasiums.

It is also feared that the reform will lead to a narrowing of curricula, a drop or dangerous disparity in educational standards and the level of examinations from area to area.

The local authorities, which formerly had to fund state schools in their areas without exerting any influence on their administration, welcome the new legislation, saying it will improve school management and forward planning.

The new law also deprives Denmark's unique experimental school, Herlev Gymnasium, established in a north-west Copenhagen suburb in 1971, of its special status. The K2m (£145,000) allocated annually to Herlev (which is to continue as a normal upper secondary school) will now be withdrawn and put into a new K4m common pool, on which all Denmark's gymnasiums will be entitled to draw for experimental work and special innovative projects.

Christopher Follett

Where is home for the young migrant?

TURKEY

Bernard Kennedy reports on family problems for the exiled workers who return

In summer, the Kapikule crossing point on the Bulgarian border is traditionally besieged by Turkish workers on vacation at home from their jobs in Germany, Holland and Switzerland. Queues of family cars, brimming with colour television sets and other gadgetry, sometimes stretch for miles.

This year has been much the same as any other in this respect, but with one important exception. Of the thousands of families heading for Istanbul, Ankara and the east, a higher proportion than ever are making the trip for the last time. The rise of unemployment in the West has persuaded thousands of Turkish parents to return to their homeland, sometimes after an absence of 20 years, and build themselves a new and hopefully more comfortable life.

But what about the children? Taken to West Germany and other European countries at a very early age, they do not actually grow there, the offspring of the Turkish migrant workers have little experience of living in Turkey. Many of them speak German far better than Turkish. And they are accustomed to education systems rather



Packing up . . . some immigrant Turks are returning home from West Germany

different from that of their own country.

For many returning workers, the obvious solution seemed to lie in having their children complete their education in those Turkish schools where lessons are given in a foreign language. But the vast majority have been disappointed. Such schools are relatively few, and in any case entry is dependent on examinations closely related to the Turkish primary and middle school syllabuses.

Aware of these problems, the Education Ministry in Ankara has for the first time arranged special adjustment courses for Turkish children brought up abroad. With the cooperation of serving and retired teachers, special summer schools have been set up in all 67 provinces. In addition to

intensive Turkish language work and an hour per day of mathematics, the teenagers are being taught the discipline of the Turkish system, from respect for the Turkish flag to the rules of dress and appearance.

Notwithstanding the goodwill of the ministry, initial indications are that these courses will prove only partially successful. When the one-month programme began this month, the number of participants turned out to be well below the 45,000 which had been catered for.

And the young people themselves had their own reservations: "They don't want students in blue jeans here," complained one 17-year-old. "Everybody wants me to cut my hair. I'm a bit fed up."

Others were upset about having to

study alongside children younger than themselves. One pupil noted that children in Turkey played different games from children in Germany, and another claimed that she had never heard the Turkish national anthem before. On the other hand, many found the Turkish lessons useful, while parents were generally pleased with the organization of the courses.

Clearly, the assimilation of the children of returning foreign workers is going to pose problems to all concerned in the years to come.

Only one year after inaugurating a programme to reduce the age at which children start school from seven to six, Turkish education authorities seem to be changing their mind. At a recent meeting on in-service training held in Izmir, Mr Vehbi Dinçerol, the Education Minister, described the programme as an "imported idea".

"In Western countries and in Japan," he argued, "the culture level of the family is well-suited to education. In these countries too, children have more opportunity to benefit from television, radio and even educational toys. Moreover, children learn about life by playing in the street, in creches and in parks."

"This is the best form of education, and a child educated in this way is ready for school at the age of six. Here, because these resources are not available, or are available only in certain places and to certain families, the practice of starting school at the age of six has had very mixed results."

A final decision on how and whether to continue the programme of bringing down the school starting age is to be taken shortly.

Making pay while the sun shines...

School holidays. A comfortable suburb of Ankara. A ring on the doorknob. A smartly-dressed young couple. "Good morning. Could we interest you in some books we're selling?"

The couple are not trained salespeople, but neither do they resemble the rank and file of knife-sharpeners, fruit-sellers and rag-and-bone men who arrive on the doorstep. They are, in fact, schoolteachers.

On salaries of, perhaps, 260 a month, it is hardly surprising if Turkish schoolteachers see the long summer vacation as an opportunity to earn some pocket-money. Door-to-door salesmanship is only one method. Other teachers go in for private lessons, street-vending or part-time work in shops and offices.

A significant number visit the villages where their parents and friends live, to help with the harvest - hazelnuts in the north, tomatoes in the south - which if it does not actually

earn them money, at least stops them from spending it. Even this much of a holiday, however, has been denied one group of 450 teachers in Istanbul. They have been singled out by the city's school inspectors to take a special one-month intensive rehabilitation course - much to their anger.

"With this arbitrary decision, the Education Ministry has not only infringed our rights as teachers, but by making this course a kind of punishment has debased us in the eyes of our colleagues and pupils," one of the teachers argued. All are angry that they are not being paid any expenses and some claim that school inspection is insufficient and biased.

"As we can't make ends meet, most of us do extra work in the summer holidays, but the beginning and end of the two-month break is taken up with 'programme seminars' at the schools: now they have filled the remaining month with a course."

Wolsey Hall Oxford

Courses

DEGREES GCE & BTEC

Guided home study courses for London University, I.B. H.S.C. BA (English, French, History), B.D. Dip Ed, C.E.C. O and A levels 35 subjects BTEC: approved courses for National Certificate Programming: Course in BASIC Essential Study Skills and Effective Thinking. Courses by Edward de Bono.

For free booklet write stating subject of interest to: Frank Fisher CBE, MC, MA, Dept 882, Wolsey Hall, FREEPOST, Oxford OX2 6ER Tel: 0865 54231 (24 hours)

Your Guide to 90 HOME STUDY courses

Write today for a free copy

NEC Dept 520, FREEPOST Cambridge CB2 1BR (0223 316644)

TEACHER TRAINING COURSES

Internationally accepted Montessori Primary and Advanced Montessori Teaching Diploma taught by Tutor-guided Home Study, Evening and Full-time Courses. Full-time Courses offer "credits" towards a university degree. Ring, write or call for Prospectus 01-493 0165 24 hour Answerphone

London Montessori Centre

Registered Dept. TES 10 Baldry St London W1V 1TG England

RETAKING O or A LEVELS?

Individual tuition in all subjects for one-term and one-year candidates. OXBRIDGE ENTRANCE courses. Prospective:

BROWN & BROWN TUTORS, 20 WARBOROUGH ROAD, OXFORD Tel: (0865) 95911 and 512738.

LETTERS

Multiculturalism not a modern idea

Sir - In response to the letters from Rosalie A Fox and Michael C Mobbs (TES, August 10), I tend to agree with Ms Fox that the simplistic questions in Mr Hodgkinson's research would elicit a number of facetious responses. Research in the field of racism and education needs to be far more critical and analytical particularly because it is a very complex issue.

Mr Mobbs' assertion that "Britain is a monocultural society" needs to be challenged, because the issues raised by multiculturalism extend beyond the simplistic notion of "ethnic" groups which live in British society. A number of superficial social anthropological studies have stressed issues relating to "ethnic" groups and the British educational system. Such a narrow focus tends to make a "problem" of the very

groups who are discriminated against. British society has always been, and continues to be, diverse. It deals with this diversity by assimilation. It is therefore important to focus on the wider society rather than on the black community as the "problem". Britain may be described as diverse in terms of language, religion, territoriality, race and class.

In linguistic terms, Britain has historically had a number of languages and dialects (Celtic, Icelandic, German, French and Flemish), African, Asian and Caribbean languages more recently added to this linguistic repertoire.

Similarly, in religious terms, Britain has always been a diverse country (pagans, Roman Catholics, Fundamentalists, Anglicans, Methodists, Congregationalists, Baptists and

Jews). The addition of Sikhs, Muslims, Rastas and Hindus simply extends this diversity.

Scotland and Wales are the obvious examples of territoriality which exist in British society. The term "race" is not a scientific category but illustrative of racism which is currently directed mainly against the visibly different black community but which historically has been directed against the Celtic, Jewish and the travelling communities.

These descriptive categories are related to each other in terms of the power relationships which underlie the class system in British society. Hence, multiculturalism as a feature of British society is not a result of the presence of the black British community but has complex historical roots.

Institutions and structures of the state, including the educational system, reshape and mould various features of diversity in British society. The nation state uses various processes, mechanisms and reasons to stress its sovereignty and unity and underplay the issues of social diversity. Similarly, the stress on "ethnicity" may help in diverting attention away from the broader questions of national minorities, as well as the major problem of racism.

Educationalists and researchers therefore cannot expect to glibly engage with issues in this field.

JAGDISH S GUNDARA
University of London
Institute of Education
Centre for Multicultural Education

Homework teaser

Sir - It was during a course at the London Institute of Education in 1977-78 that George Baron, then Professor of Educational Administration, first caused me to realize how little we knew (or perhaps wanted to know?) about homework. Taken for granted, it was, but little researched.

It was with interest, then, that I read some of the remarks of David Hargreaves to the CLEA conference (TES, July 27).

"Parents don't understand the importance of homework. They see their kids doing homework that is unimaginative, boring and time consuming," he said.

"What is the importance of homework?" I ask. Are not "important" and "unimaginative, boring and time consuming" contradictory? Now which of the two is the apt description of homework?

The basic problem, as George Baron suggested, is that we don't know enough about the subject. In particular, how much and what kind of homework is given to different ages, to different abilities of children, by different teachers, in different subjects, in different schools of different types, in different areas? And what difference does it make? Do children learn anything from doing homework? If so, what? Is it worth the effort? What evidence does Mr Hargreaves use to equate failure to do homework with missing a year's schooling?

You see, I suspect that the parents who "connive in their children's failure to do homework" may not be such educational philistines. The argument goes like this: If you set a homework task which is within a child's ability, then they may as well do it as it is not going to extend them; if you set a task which stretches them, then at some point they are likely to need teacher assistance, which will be unavailable. Either way, you are on a loser.

As I am a primary teacher, the whole issue is to me somewhat academic, but it does allow me a more dispassionate view, perhaps, than if I taught in the secondary sector. When asked about homework by the concerned parents of primary aged children, I am inclined to say that the children work hard enough and for long enough as it is, without an additional, out-of-school burden.

Could it be that there are secondary colleagues who share my views? Could it be that they only set homework as a placebo to those concerned parents? Could it be that they have difficulty in finding appropriate homework tasks which are both within the child's capabilities but not time-wasting? Could it be that homework merely generates more marking for no good purpose?

PETER HUNTER
Second Deputy Head Teacher
Grass Royal Junior School
Yeovil
Somerset

Screen gems

Sir - In the report of the United Kingdom Reading Association's conference on "Reading and the New Technologies" (TES, August 10) I was interested in the account of *Wordwise* being used with fourth-year junior school children. I have used this with groups of top junior school children using a printer and also without a printer.

The two chief areas explored have been creative writing and reporting visits. The children have been remarkably quick in grasping the essentials of *Wordwise* and stimulated by the chance of editing and rearranging their texts. The motivation is heightened considerably by the production of hard copy without the physical effort of copying the work again.

I have been astonished by the ability of poor readers to read on the monitor

words they find difficult to read in their own hand writing. Errors are quickly spotted. "That's not right! It looks funny," provoking a discussion that leads to a more correct arrangement.

The "fly in the ointment" is not the £30 to £40 for the *Wordwise* ROM but the cost of computer/monitor/cassette or disc drive/cable and adaptor/trolley. An excellent case can be made out for dedicating one computer to word-processing. It would be interesting to know if the two London boroughs mentioned are providing the whole package to schools. A further thought is that it emphasizes the Exeter University research on the importance of teaching typing skills, but not surely in the primary curriculum.

ALAN CLAMP
Wild Bank Primary School
Damesne Drive
Stalybridge
Greater Manchester

Holiday check

Sir - In the wake of his ruined holiday (for which he has my deepest sympathy) Michael Church (TES, August 10) turns amateur sociologist in his analysis of "our lads and their girls abroad" and their appalling behaviour.

He recognizes, of course, that his sample is unrepresentative, though that does not halt the flood of generalization. What he does not, apparently, realize, is that his sample is, as they say, contaminated.

If he travelled regularly on the Underground, he would see (from some large and rather crude advertisements) that "something called Club 18-30" goes to great lengths to recruit its clients and to shape their expectations of their holiday.

The essence of the advertising is that the rest of the population (outside the



George Tomlinson

Historical myopia?

Sir - In his article on the 1944 Education Act and its aftermath (TES, August 10), Max Morris describes George Tomlinson, the former Labour Education Minister, as one who conducted a vindictive vendetta "against brave efforts to introduce comprehensive schools".

Morris, in particular, refers to the attempt of the Middlesex I.e.s. to go comprehensive in 1948. An account of this "brave effort" is provided in *Saran's Policy-making in Secondary Education - a case study* (1973). What Tomlinson required of Middlesex was that its plan to close grammar schools met with the wishes of parents and public - a reasonable enough request one might think. Saran suggests that the I.e.s. did not make this stipulation known until much of the controversy was over.

Saran further points out that many teachers first heard of the possible reorganization of their schools through press advertisements in April, 1948. Headteachers were sent letters of dismissal through the post. A speech, by a grammar school head, against the reorganization, was described by the local NUT secretary as being "against the common law, which requires a public servant to refrain from acting against the interest of his master" (quoted in Saran, 1973, p.156).

Morris's article is an example of that kind of educational history that claims that any politician, administrator, or educationalist, that questioned or thwarted comprehensive reorganization was on the side of darkness and educational reaction.

BEVERLEY SHAW
Lecturer in Education
University of Durham

Spreading the word

Sir - "What's in a name?" Trevor Fisher (TES, August 3) seems to have acquired such a jaundiced opinion of The History at the Universities Defence Group merely from knowing its name that I could not hope to put him right in a short letter.

Suffice it to say that the group works through the Historical Association, and that the regional conferences which it organized in order to defend the fair name of history in the public estimation were held under the auspices of the association. They were attended by schoolteachers, lecturers in polytechnics and in colleges of higher and further education, HM inspectors, and representatives of educational journals and of the media, and they were addressed by a large range of people including politicians and businessmen. Nobody seemed to be

Life Skills test

Sir - May I correct an inaccuracy in the reporting of my speech dealing with the Associated Examining Board's test in Life Skills (TES, July 20). The statement referring to commercial companies should have read: "I believe we should do all in our power to stop this examination. Unless we succeed, there is danger that every commercial company marketing examinations will follow in the footsteps of the AEB".

I would also like to reply to Mr J A Day, secretary general of the AEB (TES, August 3). It surprises me that Mr Day needs to ask why the National Association of Careers and Guidance Teachers is opposed to the test in Life Skills. In March I wrote to the AEB expressing concern at the intention to introduce the test. In May I informed the AEB that a copy of an editorial criticizing examinations in Life Skills was to be circulated to all members of the NACGT and the AEB was invited to respond to the article. It chose not to.

In answering Mr Day's specific questions, the NACGT wholeheartedly endorses a course which "gives young people knowledge and skills which will enable them to be more effective in obtaining information, making decisions and solving problems". It also welcomes a course that includes "topics on life style, money management and living in the community". The NACGT endorses and welcomes this type of course because its members have been organizing and running these courses in schools for the last 15 years! What we object to is the idea that this type of work needs examining.

I note that the AEB has had "many requests from teachers and employers" to have yet to meet a single teacher or employer who believes this examination to be necessary. The large number of teachers, lecturers, advisers, inspectors, careers officers and employers that have spoken to me about testing Life Skills have agreed that it is a silly idea; absurd that a responsible examining board should become involved and amazed that at the end of the examination a candidate is given a certificate recording a percentage competence in Life Skills.

As for expertise about the admissions system, at this time of year our staff will be making a considerable number of telephone calls to institutions of higher education, very often contacting people they have not met at the annual conference of higher education which we organize for pupils in the first year of an A level or college course at schools and colleges in the country. Last month representatives of 39 universities and 22 polytechnics and colleges attended our conference. I am sure that in Cleveland we are not atypical and that the majority of "the people at the local AFEIS centres" will be as knowledgeable and expert.

J W BOLTON
Senior Assistant Principal
Careers Officer
Cleveland

Unfair chore

Sir - It is no surprise that many teachers have decided not to return to the lunch time chore after the recent union actions. Over the years the volume of extra-curricular activity has assumed ridiculous proportions.

What is wrong with teachers simply making a good job of the business for which they are trained and paid - that is, teaching? If this alone is done properly, it will entail a lot of unhelpful hours of preparation, marking, and attending meetings of one sort or another.

Heads, unions, advisers, the training colleges and teachers themselves have perhaps often been guilty in allowing such a staggeringly unrealistic situation to develop whereby teachers are tied to believe that all this unpaid, voluntary dimension is a vital part of their professionalism. What after non-sense! Surely the job we do is our profession and it is this that the public rightly expects us to do well.

It is a matter of shame that a job already dogged by anxiety and stress should be further aggravated by this unnecessary distortion of professionalism.

Not talking

Sir - I am both angry and appalled at certain comments made by your reporter, Mark Jackson, in his article on page 12 of *The TES* of August 17 under the heading "Counties to enter talks on FE funding". Mr Jackson states that Nottinghamshire has agreed to talk with the MSC on the funding of work-related non-advanced FE. I categorically deny that assertion.

At a time when it is essential that the local education authorities should be standing firm in their united opposition to the White Paper proposals, this damaging and unwarranted statement will bring doubt and disbelief to the minds of my colleagues both on the ACC and CLEA. Let me reassure them - Nottinghamshire's stance has not altered in any way and it is a matter of great regret that your report should implicitly impugn my political integrity.

In order to attempt to put the record straight, let me say that the MSC has made approaches to arrange talks - those approaches have been firmly rejected.

FRED RIDDELL
Chairman, Education Committee
Nottinghamshire County Council.

Mark Jackson writes: The information that three Midland Labour councils had authorized their officers to hear out the MSC proposals came from what *The TES* would normally regard as an authoritative and impeccable source. A senior official of Mr RiddeLL's education department confirmed this week that the department had declined to meet MSC officials. And Northamptonshire also denies that its officers have met the MSC.

Defending AFEIS

Sir - Each year, about this time, I have to respond to some misleading and inaccurate statement concerning the operation of the Advanced Further Education Information Service (AFEIS).

This year I wish to take issue with Audrey Segal ("The Clash of '84", TES, August 10) and her co-sponsoring and inaccurate statement about "The people at the AFEIS centre" - apparently she could not bring herself to mention their designations, or perhaps she is unaware who they are. Careers officers have been operating AFEIS at local level for 17 years.

In my own authority last year, careers officers dealt with 400 inquiries from pupils and parents following the publication of A level results and 107 were helped to obtain a place at either a university, polytechnic or college of higher education. Most, if not all, of the 400 were known to careers officers, having been advised at school during their fifth and sixth-form courses.

As for expertise about the admissions system, at this time of year our staff will be making a considerable number of telephone calls to institutions of higher education, very often contacting people they have not met at the annual conference of higher education which we organize for pupils in the first year of an A level or college course at schools and colleges in the country. Last month representatives of 39 universities and 22 polytechnics and colleges attended our conference. I am sure that in Cleveland we are not atypical and that the majority of "the people at the local AFEIS centres" will be as knowledgeable and expert.

J W BOLTON
Senior Assistant Principal
Careers Officer
Cleveland

Spreading the word

Sir - "What's in a name?" Trevor Fisher (TES, August 3) seems to have acquired such a jaundiced opinion of The History at the Universities Defence Group merely from knowing its name that I could not hope to put him right in a short letter.

Suffice it to say that the group works through the Historical Association, and that the regional conferences which it organized in order to defend the fair name of history in the public estimation were held under the auspices of the association. They were attended by schoolteachers, lecturers in polytechnics and in colleges of higher and further education, HM inspectors, and representatives of educational journals and of the media, and they were addressed by a large range of people including politicians and businessmen. Nobody seemed to be

inhibited by the presence of a minority of university dons.

Mr Fisher should be aware that the Historical Association was founded in 1906 to promote the study of history and to bring together all who are interested in it. This it has done for the past 78 years with great zeal.

The sort of dialogue between university dons and teachers in other parts of the educational spectrum, for which Mr Fisher thinks it would be useful to form a teachers' organization, takes place regularly within the Historical Association, at national, regional, and local levels. Perhaps Mr Fisher would like to attend a few of the conferences in order to catch up on the dialogue.

Proper context

Sir - At the time of year when many schools are assessing their pupils' examination performance, it is perhaps appropriate to consider the standards against which they should be judged.

In an article (TES, December 12, 1982) which quoted some DES information about school leavers' examination results for 1981, the "five or more O levels or Grade 1 CSE" statistic for Dudley was stated to be 25 per cent against a national average of 22 per cent. In fact, the figure reported to the education committee for Dudley's 1981 results was only 22.0 per

cent. The apparent discrepancy arises because different, though similar, statistics have been measured. The DES figures are based on a sample of school leavers and so may include the results of several examination sittings, whereas most schools (and committees) are more interested in the results of a single year group at its first attempt. On this basis, a school with more than 19 per cent of its January roll fifth form pupils obtaining five or more O level equivalents in the summer is possibly well above national average.

A similar difference arises with mathematics results. *Mathematics Counts* (HMSO, 1982) observes that nearly 26 per cent of school leavers

Difficulties of comparison in 'value for money' spending analysis

Sir - The criticisms which David Jenson, John Gray and Ben Jones make of value for money studies in education (*Platform*, TES, August 3) are hardly new. In commenting in your pages on my recent book, *Value for Money in Education*, they claim, first, that the clusters produced by the Department of Education and Science do not succeed in producing groups of similar local education authorities. Secondly, they say that the output measures I used were not sufficiently comprehensive.

These are of course, the two fundamental problems which face this kind of comparative analysis. But, as myself and others have remarked, the fact that such studies are not easy, does not make them any the less urgently needed.

The choice of indicators on which to measure the degree of similarity between different authorities is bound to be to some extent arbitrary. The DES indicators have the advantage of having been agreed with the I.e.s.s themselves and of reflecting broadly the

I.e.s.s own assessment of what constitutes relative disadvantage. Having grouped the authorities on the basis of socio-economic characteristics I did not ignore the effect of the distribution of independent schools. The percentage of day pupils at independent schools in each authority is listed in the tables and referred to where relevant in the text.

The authors of the article are right to say that the output measures I use are not comprehensive. How could one expect to capture every aspect of "a good education" in a handful of numbers? But they are wrong to imply that I have considered only exam results. I went to considerable trouble to obtain proxies for other outputs, including the level of delinquency, the staying on rate and employment experience.

I entirely agree with the Sheffield team that we need more and better information on what authorities are aiming to achieve and how far they are achieving it. Where we differ is that I do not accept that we can afford to wait

Preventing bias

Sir - Martin Loney, rejecting a recent DES report which alleges a marxist bias in the economics block of the Open University's introductory social science course (TES, July 27), describes the report as a "shoddy exercise" and "sloppy". However, without prejudice to whether there is or is not bias in the course itself, I cannot escape the conclusion that these are exactly the words to describe Dr Loney's attempts at rebuttal.

In the first place, recounting past actions of Sir Keith Joseph in respect of the social sciences generally, regaling us with tidbits about an unnecessary journey by a DES official, and speculating about the background of the economists who compiled the report may serve nicely to discredit individuals, but has patently nothing to do with the content, biased or not, of the course.

As for his more "germane" points, we have the following. Economics is, in any case, not an objective science and can accommodate stances from all sides of the political arena. This, however, is surely one argument for including a fair selection of such viewpoints in an economics block rather than concentrating on a marxist perspective - unless it is made perfectly clear to students that the latter is one perspective among a number of others.

The number of complaints about the course received by the DES was small. So what? Is either the fact or the sense of the number of complaints itself ground for proving or disproving a bias in the curriculum?

The economists who criticized it only looked at the economics block and not at the wider social science course in which the block is located. But this surely has no bearing on whether there is or is not a bias in that block. If it is the main economics block of the introductory course and if it is biased, the complaints have a point unless Dr Loney gives an indication of

LETTERS

have an O level mathematics equivalent (paragraph 195). However, an independent analysis of the examination results for 1982 of just under half the I.e.s.s shows that 73.87 out of 341,093 fifth form candidates obtained an O level equivalent - a 21.5 per cent pass rate. From this it may be deduced, allowing for both early sitters and totally non-examination pupils, that about 22 per cent of the whole age cohort (excluding private school pupils) can be expected to obtain an O level equivalent in mathematics by the end of their fifth year.

In *Mathematics in the Sixth Form* (HMSO, 1982) it is stated that "both nationally and at the sample there

were three boys for every girl taking A level mathematics." This information is probably inconsistent with the statistics published by the examination boards, for in every year of the last five (at least for JMB and London) the male/female ratio has been below 3:1. In 1983, the ratio was 2.1:1 for the JMB (all candidates) and 2.0:1 for the London Board (school based candidates).

It would appear that DES statistics should be treated with some care and may not conveniently be compared with individual school results.

A WOOD
19 Macclesfield Road
Birmingham

Basic values

Sir - Along with attempts by central government to take over local government, and the incursion of the Manpower Services Commission into areas formerly the province of education, we are faced with the supplanting of educational values by the criteria of a labour market which is currently retracting, and whose future compilation is largely unknown.

I feel the time has come for a stronger reassertion of fundamentally educational values, both within and outside the curriculum. I am using the term "education" in the strict sense of "leading out", with an orientation based primarily on the individual and his own potential, needs and values.

My concern is with vocational guidance, which is seen as predominantly, if not exclusively, with getting a job. I feel that the very root concept of "guidance" needs to be reexamined. A number of questions need to be asked: Who is giving the guidance, why, and from what assumed position? What is the nature of the continuing historical processes that make guidance necessary? Should the real project of guidance be to enable the individual to become his own guide? I think this is what offers vocational guidance the justification for its claim to be an educational concern.

I would like to encourage other individuals to reassess educational values, and in particular to develop a philosophy of vocational guidance which is more appropriate to the current stage of human development.

JOHN C HICKMAN
214a Sandbed Lane
Bargate
Derbyshire

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

YOUR DIRECT ROUTE TO A SPECIAL TES SUBSCRIPTION OFFER

If you subscribe now to The Times Educational Supplement for one year (52 issues) in addition to your weekly delivered copies we will also send you, absolutely FREE, a copy of the latest full colour edition of the Collins Road Atlas of Britain AND a copy of the latest Collins Road Atlas of Europe (together worth £8.45). Simply point your pen in the direction of the coupon below and send it together with your cheque or postal order, made payable to Times Newspapers Limited, for £30.00 to the address shown below.

Please note offer applies to new subscribers in the UK only and closes on December 31 1984.



Please send me a year's subscription to the Times Educational Supplement and my free copies of the Collins Atlases:
I enclose my cheque for £30.00 (made payable to Times Newspapers Ltd).
Please send to:

NAME _____
ADDRESS _____
CITY _____
POSTCODE _____

SIGNATURE _____ Date _____
Please send this coupon with your cheque to LESLEY GRIFFITHS,
The Times Educational Supplement, Priory House, St Johns Lane,
London, EC1M 4BX.

FEATURES



Al Capone... small time boot-licker

The merger of the three main boards, GCE (Glaringly Conspicuous Error), CNA (Completely Non-Academic Absurdity) and AEB (Accidental Examination Blunder) into one awarding body for the HND - the Howlers' National Diploma - has been an unqualified success.

We are pleased to reproduce excerpts from the inaugural year's Examiner's Report, but before doing so, have pleasure in quoting an extract from a particularly promising candidate's essay on *Communication*, which the examiners agree is a model of its type and worthy of the attention of future candidates:

"Communication is the essence of management efficiency as well as in the study of management efficiency. Today managers must be able to interpret communications of all kinds, as this is how a company is run. Therefore, to study management efficiency all the communication needs to be interpreted before it is understood, and without being able to understand what the communication means, effective communication is not attained."

History

Entries in the history section were distinguished more by quality than quantity:

"Martin Luther first came to the historian's eye in 1517, when he nailed his 95 theses to the church door at Wittenburg."

"The Romans built Hadrian's Wall so they could jump over it and surprise the Scots."

This candidate showed laudable enthusiasm for the period:

"Two well-known crime-makers made alcohol to sell illegally in America. They were Al Capone and Mae West. Al Capone turned from a small time boot-licker (as they were called in those days) to the biggest crime leader in America."

Some historians were able to provide commentary on their knowledge. Writing on the Reformation we learn that:

"This was the beginning of a new error..."

And:

"King Offor knocked off the Danes. King Alfred knocked off King Offor. Now we have Danish bacon."

It's hard to say whether wild speculation or momentary dyslexia was responsible for this explanation of how the stones for Stonehenge were transported across the River Severn:

"They may have floated them across on farts."

Geography

A disappointingly small number of entries included two warnings for the European traveller:

"The border between Italy and Switzerland is in Germany."

"Sweden is noted for its huge canaries."

As well as two for farmers:

"A common disease of cereal crops is wheat germ."

"A sixty-foot tree can break wind for up to 200 yards."



Sweden... famous for large canaries.

EXAM HOWLERS

Contributions poured in when The TES asked for examples of this seasonal delight. Nick Baker reports



Home Economics

"Q: Name two fillings for a duvet.
A: Jam and Cream."

Science

A huge number of successful entries in this subject, which turned up some disturbing facts about the human body:

"Fungus tends to thrive mainly in damp areas such as the human reproductive organs or on damp moist walls or outside in damp areas. The toadstool and mushroom can be found in these conditions. The example of fungi is earthworm."

"We lose water by sweating and urinating. We gain our intake of water by reversing these processes."

"Our kidneys are washed regularly so that no disease can form."

Scientific history tells us that:

"One night, while reading the Bible, Darwin came to his theory of evolution and soon after published his now legendary *Origin of Species*."

Another candidate suggests a novel way that Darwin could have read his Bible on that historic

night:

"The light passes through the lens and is focused on the rectum."

A genuine spirit of learning through experiment is in evidence in many of the science entries:

"The purpose of the black cloth over the belljar is to stop the plant from being distracted."

"Get a peanut, weigh it, burn it to nothing and then reweigh it."

"Photoperiodism occurs in animals when they hibernate and shed their leaves."

"Q: The electrolyte used in the manufacture of aluminium has a very high melting point. How is this lowered?"

A: Using a crane."

... yet the human side of science is well represented, particularly where health education is involved. Did you know that:

"The lining of the nasal cavity makes you smell."

Or that:

"It is inadvisable to climb the stairs or mow the lawn without a heart as it is a vital organ."

Or that:

"People should have only .2 babies."

While we're on the subject, one candidate wrote, confidentially:

"My mother wasn't healthy and she was warned not to have children by her doctor."

If you're wondering what use medical statistics are put to nowadays, they are collected so that:

"Medical care and anecdotes can be given to people"

Literature

True creativity has been brought to bear on the reinterpretation of the great works:

"No collection of nature poetry would be complete without the never-to-be-forgotten lines of the

immortal poet Worthwork who wrote:

"Ten thousand saw I at a glance,
Tossing their heads in spiteful dance."

And the obscurity of some Shakespearean criticism has been successfully emulated. Of *Troilus and Cressida*:

"The noble lord bastes his arrogance with his own seam."

And of *Much Ado About Nothing*:

"Beatrice casts hurdles in the teeth of Benedick."

Again, pure speculation:

"Sometimes one almost gets the feeling that Shakespeare wrote the Winter's Tale on purpose."

And of the same play:

"The famous stage direction 'Exit pursued by a bear'."

However, one can't help wondering whether over-interpretation is creeping in, especially where private reading is concerned. One candidate, asked to write about her own literary tastes, remarked about Daphne du Maurier's *Rebecca*:

"I would recommend this book to girls of fifteen and over who like big climaxes."

English language

"Write about what you know" is a worthwhile maxim for the young author. Here are some telling scenes from family life to start this bumper crop from the Creative Writing Department:

"Every morning I get woken up by the sound of my mum's vice."

"Every Friday my dad drives me down to the stables. When I'm there I have to muck him out."

"It is lovely to come downstairs on Christmas morning to see the Christmas cake, the shining Christmas tree and the rapings on the floor."

"He suddenly realized he needed her as he knew nothing about household chores."

A stay in hospital can also provide some useful material:

"My arm was in a lot of pain so I told a nurse and she passed it on to a doctor."

Some doctors, though, could improve on their bedside manner:

"The doctor said 'I'm afraid you're paralysed'."

Crime and punishment is a good subject, however brutally it creep in:

"They put cuff links on my left foot to my right hand."

"I spent my days in prison sewing children's balls together."

"I told them everything I knew and some things I didn't know."

"I think hanging should be brought back, gelatine, the lot."

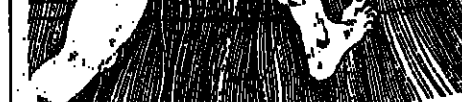
"The tall house head stepped out of his office. He was wearing a three piece suite."

"He took out his handkerchief and began to whip his brow."

It is sincerely to be wished that teachers do not follow the advice of one candidate on the matter of discipline:

"Spate the rod and soil the child."

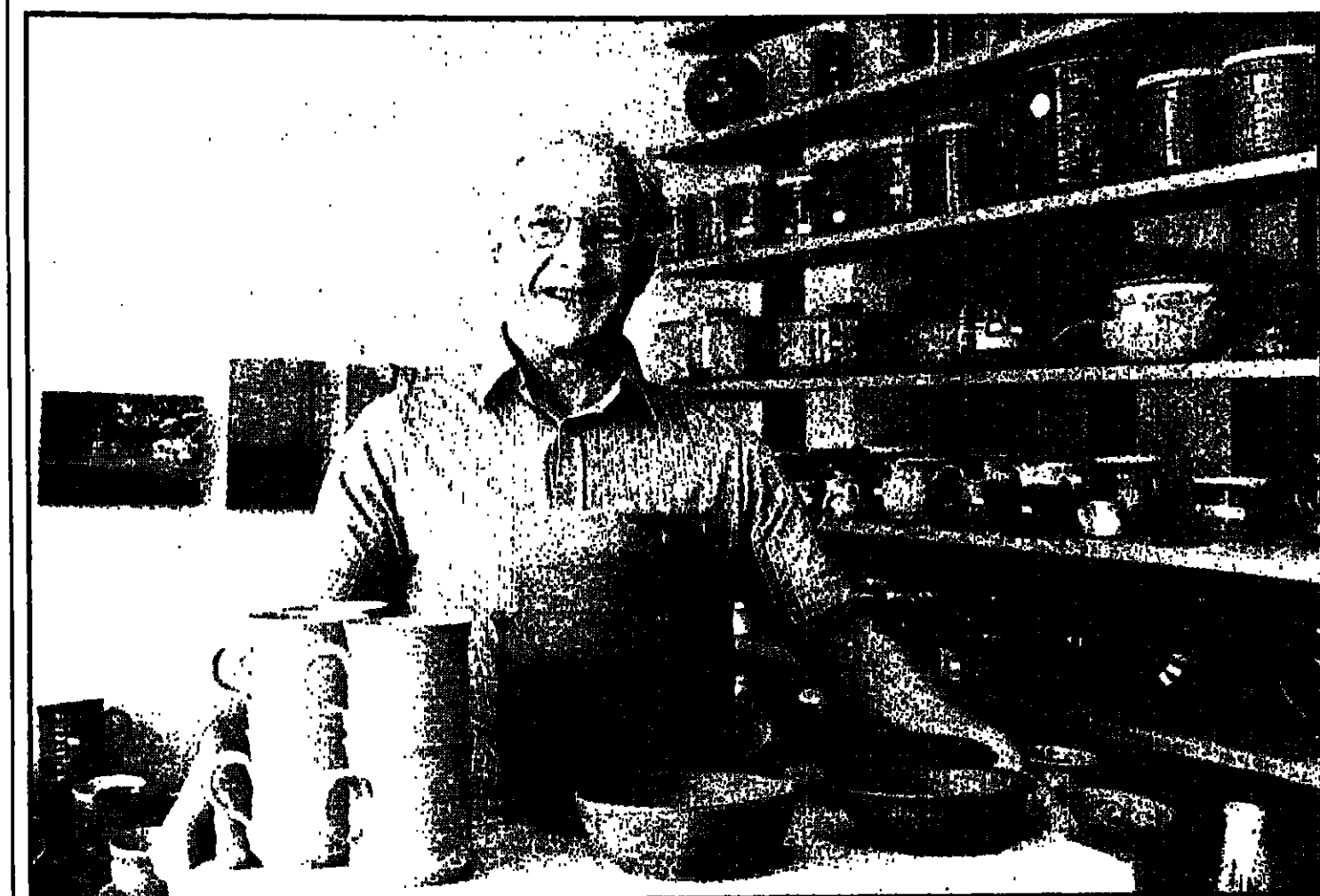
Many thanks to teachers who have co-operated in the report. Certificates will be awarded when supplies of correcting fluid permit.



... nets to keep out incest

FEATURES

The turn of the wheel



Harry Wilkinson tells Susan Thomas why he gave up a deputy headship to throw pots

It took more than two decades for Harry Wilkinson to achieve his life's ambition. Now that he has, life is every bit as good as he hoped it would be and getting better by the day.

For Harry, once a maths teacher, once a deputy head, is now a potter. "A bespoke potter," he said, running a reflective finger along the pearl smooth lip of his coffee mug, "that's how I like to think of myself. Eighty per cent of our work is commissioned by customers. It has to be. There is some law somewhere which says that however much stock you have it's not quite what they want - if it's white they want blue, malt and they need a high glaze, four inches high and it has to be four and a quarter."

He is not complaining. The willingness to work to order has meant better customer relations and the creative stimulus of new ideas, problems and constraints. Go into the tiny pottery in the village high street at any time of day and you will find Harry or his wife Maria, busy at the wheel, the kiln, the telephone or the counter - making bespoke dinner sets, packing bespoke bread corks or taking bespoke orders. Business is thriving.

"We've had the shop in East Malling for six years," he says, "and for most of that time we were also selling in the open markets at Bromley and Sevenoaks. But as people got to know us and shop sales picked up, we dropped first one, and then the other market stall and now," he said with evident satisfaction, "we've given ourselves Mondays off."

It is not that they didn't enjoy the markets with their colour, camaraderie and variety. It is just that the 6 am start, the packing and unpacking and the lost potting time in the intervals between customers, no longer seemed worth the effort once the shop took off.

With more work coming in they can afford to take life easier, says Harry, work Tuesday to Saturday, find time for the occasional holiday, visit more exhibitions, develop new lines and experiment with form and colour. "Somehow, because the pottery just grew, we have never taken ourselves seriously, always thought of ourselves as amateurs. Then, quite suddenly, you realize you qualify as professionals - after all

these years it is a gratifying thought."

He is a practical man and multifaceted - read history, retrained in maths, practically rebuilt first the bungalow and then the shop and does electricity, mechanics and woodwork as need the inclination dictate. All this plus pottery.

"I started potting 25 years ago when I was teaching maths at Sawston Village College in Cambridgeshire," Harry explained. "A friend, Brian Erasmus, persuaded me to go along to his pottery evening class. From that first night I knew exactly what I wanted to do in life."

Harry went on residential courses and Maria tried evening classes. "But that was very frustrating - two hour sessions and 300 people waiting to use the facilities," he said. So they bought first a wheel, then a kiln, and then the glazes and gradually the pottery took over their home and life.

"We struggled at it for ages making horrible brittle pots most of which we threw away and a few of which we gave to unfortunate friends," he says. And the pottery spread from kitchen to living room to extension. They had a lot of energy in those days, he says. Maria gave up her job to pot full-time and every evening they did a bit more building. At last though the enterprise outgrew the house altogether and they moved it into the garden shed. "That was dreadful, it was cold and draughty and there was no running water. In winter the water froze in the buckets, the clay froze solid and we froze."

Then six years ago they found a derelict cottage in the High Street. Just a few minutes walk from home, it had a water tank, a non-working outside lavatory and it was ideal.

"That was 1978 and I decided that as I was 53 it was time to fulfil my life's ambition. I retired from Holmesdale School, took my pension and my lump sum and became a full-time potter."

It all worked out very well, he says, he doesn't know how a "youngster", perhaps with a mortgage and children, could cope. "And then we're lucky to sell direct. If you sell to the trade they have to put an 80 to 100 per cent mark-up on everything and it cuts your profits to the bone."

Does he miss teaching? "Not at all," he said, and explained his disillusion with the educational world and in particular its hierarchies.

"It seems to me that we're living in an age of small men for whom the only way to build an empire is with paper and 'structure'."

"Promotion too is the wrong way round. How does it work? You get some lovely man aged 30, doing a good job, he's made all his mistakes, he's accepted by the children and what do you do - you promote him - out of the classroom and away from the children."

"Then you expect him to call meetings," he

said, "house meetings, year group meetings, faculty meetings even - did you ever hear anything so pretentious as the word *faculty* applied to a secondary school?"

"You know as well as I do that you can go into any staffroom and immediately you know who the leaders are. But those aren't the people who get the headships these days. Headships are awarded for the number of courses you've attended, your obedience to the I.E.S. and your keenness to be a paper shuffler."

He has a solution to the problem. "If anyone wants to shuffle paper, draw up timetables, write letters, then OK let them be a clerical assistant on Scale 1. But keep the good teachers in the classroom on maximum pay."

"Teaching is not a complicated business but it does demand a high level of personal qualities. And to be a head teacher, handling 800 children and 40 staff you can't be a 'yes' man. You've got to be a big person."

As for governors and the increase of parent governors "It would be interesting to know whether Sir Keith thinks that this would be a good way to run the steel industry or the coal mines," he says. "It is a question of emphasis - of who makes the final decisions. Are they to be based on professional expertise or emotionalism. How do we ensure that professional choices are made by professionally competent people?"

All of which is not to say he didn't enjoy

teaching. "It's a marvellous job for the individualist. You've still got the freehold - nobody tells you what to do in the classroom unless you make an absolute balls-up. In fact, when you think about it, you have a terrifying amount of power. You're not a cog in the machine as you would be at BL. You don't have that awful grinding monotony. But you do have stress and you can be absolutely ground down by that."

There is nothing ground down about Harry now. He looks fit, happy and crackling with energy. Watch him at work on the wheel, see the rapport between sinew and clay, the real pleasure every time a shape emerges under his hand and you know he never could be a paper shuffler. As for the pots, with their tranquil lines, soft colours and occasional humour, they speak fulfilment more eloquently than words.

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

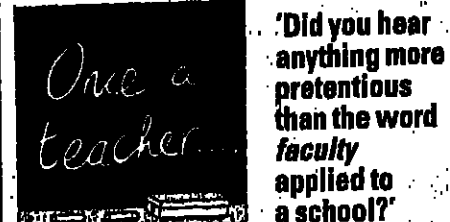
One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...



One a teacher...

One a teacher...

One a teacher...

One a teacher...

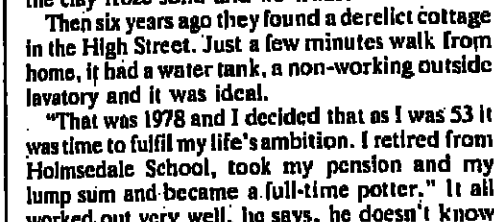
One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...



One a teacher...

One a teacher...

One a teacher...

One a teacher...

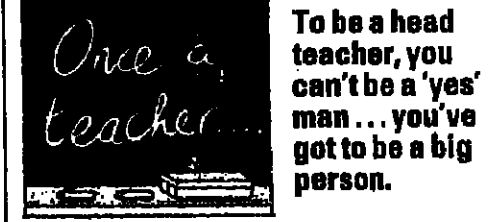
One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...



One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

GRAHAM BOND

A great deal of preparation for this partnership falls almost entirely upon the head and teachers, and these extra efforts by the teachers should be included in any negotiations for an increase in salaries. It is amazing that teacher unions have not recognized the "increased productivity" resulting

MIKE LEE

QUESTION 2: Because of a strike by one teacher-union you have excluded some classes. During that day you see some of your pupils playing on the school-field in lesson-time.
Would you:
1 Tell them to come into school,

NIGEL RICHARDSON

Staff meeting at 8.30. Then brief notices with the students, and a meal about the phantom table tennis bat incident. Student English is very limited.

A close look at the Green Paper

where they belong?

2 Tell them to go off home, where they belong?

3 Find out where they really belong?

4 Ship them off to the area education office in the minibus?

5 Get them statemented?

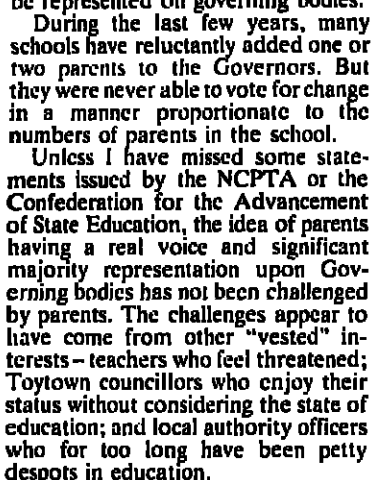
QUESTION 3: During the same strike a number of pupils who were clearly notified to attend are absent: you're fairly sure there's no good reason.

4 Invite them to pray with you for a solution to the present troubles?

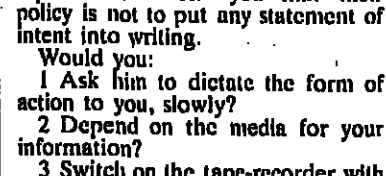
5 Remind them that the school did win the area chess championship (Under-nines) in 1974?

6 Excuse yourself and go back to

During afternoon lessons, I sneak a look at the test match. But Securicor must be rung to trace this evening's film, concert tickets must be fixed and



Where in the past we have been fortunate enough to have in schools two elected parent governors plus some councillors whose children were



Telephoning problems. Subscribers' Trunk Dialing doesn't seem to have penetrated Yugoslavia yet, and one of our girls has been trying for seven nights. While she waits, a Swedish girl

about belonged to the doctor treating the student who'd been bitten. The boy who climbed down onto the London Underground tracks to retrieve his

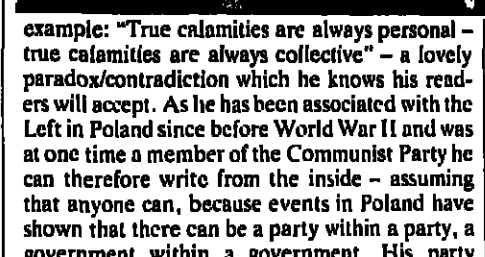
Graham Bond has been a headteacher in five schools and now works as a community development officer with the Open University Community Programme. He is also author of Parent-teacher Partnership published by Evans.

Mike Lee is head of a middle school and Secretary of the Atherstone Head Teachers' Association in Warwickshire.

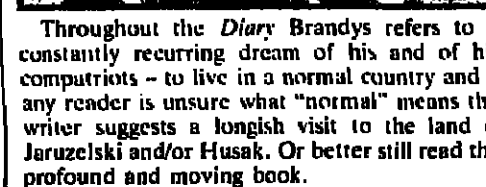
Nigel Richardson is director of a symphony orchestra.

Dick Hook reviews a new account of the Poles' current oppression

Brandsy is well-qualified to describe the political, moral and economic debacle into which Poland was led/pushed by the Gomulka and Giersek regimes, and the events which led to the birth of Solidarity and eventually to the declaration of martial law in December 1981. First, though a writer and an intellectual, Brandsy is a man of the streets (probably it is easier in Poland to be such a combination than it is in Britain) and where the first two appear to exclude the last) and can report on what life is like in the cafes and on the trams. He is perceptive and analytical. For



Kazimierz Brandys and his wife left Poland for a speaking engagement in New York on Dec 4 1981 when Solidarity represented 13.5 million Poles in the cities and countryside and was a force to be reckoned with. The last entry in this diary is "Dec 13 1981 New York. News that martial law has been declared in Poland. All communication cut."

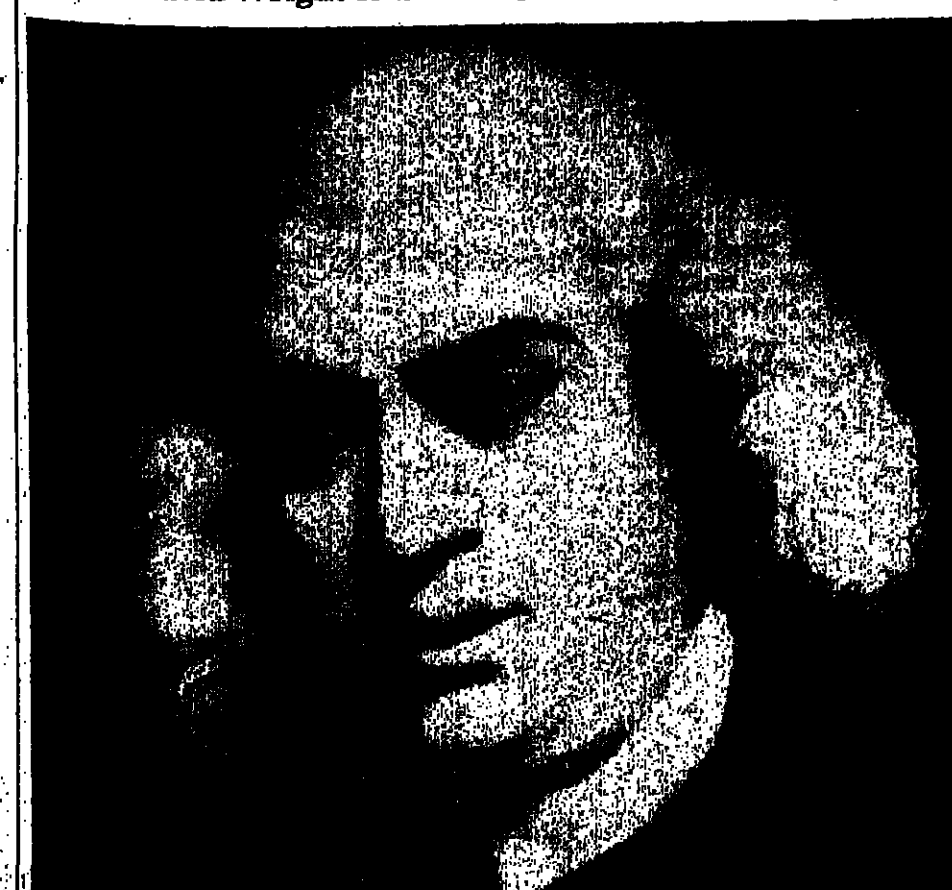


Congratulations, by the way to Richard Lourie the translator. He has produced a lucid and fluent work – a difficult task when one considers that Brandys is dealing mainly in abstractions. The editors also deserve praise for their clear, unobtrusive footnotes which enable the non-Polish reader to cope with the numerous literary and historical allusions.

David Wright on Samuel Johnson's bicentenary

Samuel Johnson. By Walter Jackson Bate.
Hogarth Press £6.95.
The Personal History of Samuel Johnson. By
Christopher Hibbert.
Penguin £3.95.
Dr Johnson By Mrs Thrale. Edited by Richard
Ingram.
Chapel £10.95

Johnson would certainly have welcomed the Hogarth Press paperback of Professor Bates' superb biography, which provides a complement and a corrective to Boswell's without pretending



to emulate that masterpiece. Bate is peculiarly valuable when it comes to Johnson's early life. In the course of his work he had access to records and information that Boswell did not or could not unearth. The central subject of his book is Johnson's complex, manic-depressive psychology; and he is perceptive about Johnson's marriage to a widow 20 years his senior — a marriage which Boswell tends to laugh at, never guessing what strength of confidence it afforded the young Johnson, struggling and ungainly, in the black years of literary success; or how deep his remorse cut him when the poverty forced upon his wife by his earlier failures.

The years spent as an impoverished Greenwich Street hack were the making of him. Because of them Johnson's wide knowledge of books was deepened and informed by an even wider practical experience, by acquaintance with society at all levels: as Sir Joshua Reynolds remarked, "the value and excellence of his writings" consisted in their being the observations of a strong man "operating upon life". Far from being the dyed-in-the-wool reactionary that most people supposed, Johnson—according to Mrs Thrale—“loved to be poor as I never saw anyone else do” and was always on the side of the veritable, rather than the apparent, underdog. Thus he opposed the American revolution because he saw that the real underdogs were not the colonists but their black slaves and the Indian aborigines.

Professor Bate is enthusiastic in directing attention to Johnson's still underrated literary achievement, and just in his assessments. Christopher Hilbert's biography, as promised in its title, is more concerned with the man than with his work. It is, however, highly readable and covers much the same ground — all the essential information, and most of the gossip, is contained in half as many pages as Bate. Finally, there is Richard Ingrams' selection of the Johnsonian letters from Mrs Thrale's journals. However vivid and entertaining these brief anecdotes and snippets of talk are, they present a distorted portrait. Many of the sayings Mrs Thrale recorded in her Johnsonian put-downs — some of them unflattering — that taken together they give the impression of a brutally rude old bully. Which, as we know from others — including Mrs Thrale herself — Johnson was not.

ARTS

Festival finds

Kenny Mathieson on some of the young theatrical performers at Edinburgh

The National Student Theatre Company have established themselves as a fringe fixture, and arrive this year with a varied programme and a new sponsorship agreement with Yorkshire Television. Reality and illusion lie at the heart of the most experienced director's play, Peter Jones' *Charlie and Marie Chaplin v Lloyd*. Set in that palace of illusion, a cinema, it brings together the film-maker and the imaginary encounter, each examining the reality behind their apparent positions: the play, and in particular the performances of Joanna Scanlan and Simon Tyrell, sets a high standard for the company, and deserves to be seen more widely.

The newer writers have risen to its challenge. Paula MacGee's *In Nomine* pairs sets Clare (Gillian Tomkins, whose preparation included a stay in a convent) in opposition to her family and friends over her decision to become a nun. The bitter resentment of her father (Ivan Kaye) emphasizes the further dimension of the play: beyond the individual struggle lies the sectarian bitterness of Glasgow, imported from Ireland. He is forced to confront the contradiction of defending his "faith" with his fists against the Protestant taunts, while rejecting his daughter's embracing of it; her dilemma sets up resonances beyond the merely personal.

Family breakdown is also the subject of Polly Teale's *Growing Pains*, where Rose Bannister (Kate Lomax) is like *Clara*, a stable centre in her circle. Her self-centred husband and older daughter value precisely her quality of unchanging reliability, of self-effacement, but the cosy family home is steadily coming apart (as is the draughty house itself). The voices which haunt Rose are all from the past; now, time has run out, and a crisis, if a quiet one, is reached. Polly Teale handles a potentially banal situation with wit and subtlety, and imaginative staging overcomes the limitations of the space; she has a flair for the telling detail of speech and gesture.

Alex Renton's one-man play *A Twist of Lemon*, eschews the tabloid sensationalism of much writing on heroin users, and looks at smack as "a way of life". Mark Richard Davies plays Miles, a commodities broker with a habit; young and privileged, he works only to buy heroin, and only heroin gets him through work; his friends are all junkies—it is, he tells us, a marriage, a career. Renton's play highlights an aspect of heroin rarely discussed: short of the sordid reality of imagery of deprivation and squalor (Miles listens to Vivaldi and quotes Marvell) another reality is revealed, and a less disturbing one. Michael Arditti's contribution, *The Freshman*, is the most conventionally naturalistic of the plays, and draws on



A scene from Sir David Lyndsey's *The Three Estates*

some of his experiences at Cambridge. Chris, convincingly played by Jason Isaacs, comes up full of good intentions and innocent eagerness, and falls into a long decline. Seduced (literally) from work by his amoral theatrical friends, his rise in the ADC leads him further into corruption, both moral and otherwise, and the eventual inevitable downfall, the success of his glittering, much envied circle exposed as a sham. If I have a criticism, it is that the play is perhaps too overtly a moral tale.

The general standard of playing and directing across all the productions is up to the company's established standards. The musical *Chicago* have attracted favourable attention. High standards of production are also expected from the Children's Music Theatre, and director Jeremy James Taylor does not disappoint with this year's offerings. Helen Come Home is a highly irreverent rewriting of the Trojan Wars, drawing on a wide range of images and styles; the jokes come fast and corny, the songs are belted out joyfully, and everyone hams it up for all they are worth; a hugely enjoyable chaos reigns on stage, and the Trojans get all the best numbers. If the romp is not without its occasional satirical edge, it is nonetheless in *The Powder Monkeys* that the serious face of CMT emerges.

Co-directed by Mark Patten, the production intends to be adult theatre played by children. The "powder monkeys" are young boys illegally recruited, or impressed, to serve in Nelson's fleet, where the class relations dominant in the village are hugely exacerbated. The Hambleton cricket match allows the transient closing of the gap, but cricket balls are not cannon balls; the girls take over the cricket field, while on ship the shooting of an innocent boy becomes a senseless matter of "duty" rather than an act to be met with social disapprobation. That they are manifestly a product of the same supposedly benevolent system is evident; the production makes admirable use of the gap between the rhetoric and the reality in its ironic juxtaposition of songs and images ("Hearts of Oak" sliding into an account of rats and weevils aboard ship, "Rule Britannia", a contemporary song, sung over the bodies of the impressed children in the finale), and in its mirror-image use of the match and the battle, or young Tom's twin shootings, held in a different trap each time.

On their toes

The way the recent courses run by London Festival Ballet's Education and Community Unit at the Royal Festival Hall were set up was as important as the work itself. The event was a collaboration between the Unit, the London Borough of Hammersmith and Fulham and its dance fellow Joanna Blake and the Royal Festival Hall. For the Festival Hall this was a first time experiment in using its spaces as an educational resource much as Peter Pitt, chair of the GLC's Arts and Recreation Committee, advocated in a speech at the LCC/GLC's ninety fifth anniversary celebrations the same week. The huge success of the experiment seems likely, therefore, to lead to many more educational events at the Hall.

There were three one-day courses, using the hall's Waterloo Room, its backstage facilities and, of course, the special Festival Ballet stage. Each course was much the same in programme but very different in clientele. The first one on August 9 was with Joanna Blake's students for whom this week of practical dance studies, though not without implied criticism, "Why are there no black people in the company?" demanded two black boys after watching company class. The question raised lively discussion about the lack of black people in classical ballet generally in Britain, but Festival Ballet was able to explain how it was doing more about the problem than

any other classical company. The two courses on August 15 and 16 were for 50 students with relatively less dance experience on each day drawn from many parts of London. Twenty-five of the students on August 15 had no dance experience at all. They were joined in the afternoon by another 25 students from Dance Works who came to meet Festival Ballet's dancers, join a discussion and see the evening performance. Students on August 16 were required to have had some dance experience, not necessarily ballet.

Apart from watching company class and rehearsals, touring backstage and joining discussions, each course also included the experience of actually doing a class of exercises, carefully graded. In this way there is a chance to try out some of the movements of arms, legs and bodies seen on stage and so sample the grind as well as the art in a professional dancer's life.

The cost of a course to each student was £1.00 a day plus a ticket (optional) for the evening performance at a much reduced price. Collectively the young people on the course, all teenagers, represented a cross-section of Britain's multi-racial society. The event itself showed also the huge development of this sort of educational effort since the Royal Ballet's "Ballet for All" began its educational tours 20 years ago next month. The Festival Ballet unit is now among the most experienced of many units and schemes sustained by the subsidized dance companies. Schools and further education colleges still don't use them enough yet they are not expensive and can be reached for the price of a stamp. Festival's offering, in particular, is a bargain.

Peter Brinson



One of the least deserving victims of the Arts Council's forthcoming round of cuts is the King's Head Theatre, Islington. Over the last few years this enterprising and imaginatively-run organization has notched up a long string of successful revivals as well as some fine new plays; it has frequently offered daytime facilities to groups—school children—who might otherwise have been unable to find a temporary home. Its current show, in which Barrie Reading (above) presents a new compilation of songs, is an evening of off-beat musical comedy worth travelling many miles to see.

Next week

Graham Greene and the cinema; James Joyce and private patronage; history textbooks

Film—poet

Selected Poems. By Pier Paolo Pasolini. Translated by Norman MacAfee with Luciano Martignetti. John Calder £5.95

"The ugly whiteness of these sixties." The poet, like the film maker, was a representative figure in European culture during the period (1957 to 1971) covered by this bilingual selection. His themes are political in the widest sense, the politics internalized so that they are central to Pasolini's expression of an individual experience. He reveals much of the spirit of *questi anni Sessanta* and much of himself, though the images that emerge of both the man and the decade are rather different from those of popular myth.

David Self

Paul Caron

Gerald Harg

Infant into person

Understanding Your Baby. By Dorothy Baldwin. NFER—Nelson £3.95. 7005 0621 7.

The Mental and Social Life of Babies. By Kenneth Kaye. Methuen £6.50. 416 36910 3.

All About Twins. By Dr Gillian Leigh. Routledge and Kegan Paul £4.95. 7100 9088 X.

Toddler Taming. By Dr Christopher Green. Century £3.95. 7126 0321 2.

The Young Child at Home. By C E Davis, S J Hult, E Vincent and M Mason. NFER—Nelson £5.95. 7005 0641 1.

Each of these books is written with conviction, yet it is heartening to see that the "experts" are still failing to agree on the mysteries of very early development. While Baldwin, for example, anthropomorphizes with great ease into baby's feeling and impressions before and after the moments of birth, Kaye describes tiny babies as fairly mindless creatures. Both authors' arguments and advice are adapted accordingly.

There must have been some reason in the minds of Dorothy Baldwin and the NFER for presenting *Understanding Your Baby* in a style which is a cross between poetry without art and a first reader. Much of the text is in brief sentences, each one on its own line. For example in her highly intuitive chapter "What's it like to be born?" "It was warm; we never felt cold. We were never hungry. There were no bright lights." Etc etc.

In spite of the positive encouragement throughout to identify with the baby, the *Girl's Own* style cartoon strips, and the pleasant illustrations, the tone of the book is typically "mummy-knows-best", usually in the author's comment on breast feeding—"The idea of being able to choose is a sad one". If I were a new parent, I hope I would have sufficient confidence in myself to leave it unbought in the bookshop.

Kenneth Kaye takes the opposite, quite dispassionate view of the newborn. In *The Mental and Social Life of Babies* he declares himself, lance to the ready, as prime debunker of the current widespread belief in babies' shared mental abilities. This apparent shared delusion can be dangerous, he feels, as it inhibits research and therefore further understanding of how babies really

develop. Hence the observations made by countless psychologists around the world are but romantic fantasies which, he says, "depend as much upon predated adult behaviour and universal human interaction patterns as it does upon the infant's intrinsic cognitive abilities".

The fulcrum of Kaye's carefully argued text is the intentionality of infant behaviour. He is most concerned to find out "how an infant becomes a person", presupposing that a baby is some other kind of being. The root of this argument began with some research which he and his colleagues carried out, its description being supplemented with an almost philosophical discourse, with flow diagram, about models of development. It should appeal to members of Mensa.

Kaye's American-style quotations at the start of each chapter are particularly good, from Rilke to Doctor Dolittle, showing further what a learned man he is. However, in complaining bitterly that mothering behaviour has hardly been examined by researchers he discloses some unfortunate gaps in his academic reading.

The difference between twins and two small children is considerable, says Dr Gillian Leigh in *All About Twins*. As a mother of twins and a doctor, she writes from the heart, and it shows. This is a straightforward "how-to" book where experience is writ large. For instance, as a new mother of twins, the author bought a large bucket to soak nappies in, then she found that she couldn't lift it when it was full. She is concerned with every aspect of twins, from how to carry two babies and the shopping into the house, how to breast-feed two on demand, the pros and cons of different twin prams, to the twins' own problems of self-identification. No non-practitioner could give you this advice and parents of twins would certainly find this book valuable.

Toddler Taming by the Australian paediatrician Dr Christopher Green is a friendly sort of book with excellent, funny illustrations by Roger Roberts. He is a lucky man who thanks his doctor wife Hilary for her research and editing.

The text is practical, common-sense and should make parents feel better for having read it. That dangerous minefield of what is normal and what is abnormal behaviour is trodden with great delicacy. Dr Green interlaces research evidence neatly with what parents actually experience. He has a rude word or two about the mother-bashing guilt-mongers, so pre-

valent in the fifties and wonders how women stood for it.

Describing how "toddler behaviour varies wildly from minute to minute and from day to day", he is honest enough to decline to advise at times, but instead offers parents his sincere sympathy. He is delightfully irreverent about facts, including health food and very early reading, and although not a complete "owner manual" for your new child, it is well worth adding to the literature on the nursery shelf.

The Young Child at Home is a child research report by a team from the psychology department at Keele University. It is particularly valuable as the sample of 165 three and four-year-olds were observed over the whole waking day in their own homes; a technique requiring great dedication and time.

The difference in approach between this and the usual quasi-experimental studies of children has produced a fresh perspective with messages for parents and teachers. Essentially, social class loses its previously accepted role as the absolute dictator of language development in children. The differences are more subtle than language experts such as Basil Bernstein and Joan Tough would have us believe. The lower social classes do talk as much to their children as the middle-class when in their homes, but also to interpret what they said. In fact none occurred, not even twins.

He found it unexpectedly difficult to persuade men to talk and to get past the wives who tended not only to answer the questions put to the men but also to interpret what they said. Only one woman left her husband alone for his interview. The taproots of fatherhood run deep and women are much more accustomed to talking about their feelings as a parent (real or

Joan Freeman

Just a four-letter word?

The Nature of Work. By Paul Thompson. Macmillan Press £15.00. 0 333 33026 9. £3.95.

The Way People Work. By Christine Howarth. Oxford University Press £12.50. 0 19 219160 3. £3.95. 289155 3.

The Future of Work. By Charles Handy. Blackwell £16.50. 0 85520 688 8. £4.95. 689 6.

The spectre haunting Europe is now of course unemployment and its corollaries: redeployment, retraining, education for living, leisure, taxation, economics and philosophy. Each of these books makes an important contribution to the current debate and helps us to understand our present and possible future society.

Paul Thompson's well-researched *The Nature of Work* is essentially an attempt—and a successful one—to relate Marxist thinking to the twenty-first century. It examines in some detail earlier attempts of Marx's disciples and critics alike (Marx, Taylor, Braverman and Stone et al) to determine the history and place of work in a changing world context. It also discusses the relevance of Marxist philosophy to changing patterns of institutional and human behaviour.

The "deskill" process, resulting from increasing technological advances which "exclude" for example, adult labour,

neither the general practitioner nor the teacher. Each will now be able to devote more time to the almost forgotten but still essential element of their task, that of a personal relationship with patient and pupil. The message is clear: the humanization of society is what we and the technicians are about. Marx foresaw it; Thompson here helps us to understand the how and why of real revolution we are ever likely to face.

The book is weakest on the effects fundamental changes are having on the concept of family. "The family has survived" Thompson states categorically. The tribal family? The extended family? The nuclear family? Has he not noticed today's one-parent and casual, long and short-lived multi-ethnic partnerships living in alternative economies? Political economy influences, and in turn is influenced by such new waves which inevitably affect the roles of men and women—and labour.

The first impression one has of the "ism" today" theory expounded in Christine Howarth's *The Way People Work* is that it is based almost entirely on behavioural mechanisms centred on problem-solving groupwork. It is, however, only a first impression, and as an introduction to management and techniques useful to employers and employees, and the various status grades between, is well worth the attention of the serious student. The author, in fact, is a widely experienced management consultant, and her "just

is possible today" approach is based on real answers to present problems and perennial questions.

Howarth includes three remarkable case studies of the motor manufacturing industry, the ever leftward moving Italian metalworking industry and of the British Civil Service. For me, the most fascinating is the last, in relation to its field work or shop front bureaucrats, their policy and supply sources, and the methods used to attract and serve their customers, the general public. "Perhaps" Howarth suggests, "we can look forward to the time when local user groups will work with joint management-trade union bodies to monitor quality of service at local level."

In *The Future of Work* Charles Handy has produced a readable and challenging book which does not ignore the studies and prophecies of the Greeks, Marx and Keynes et al but uses them to substantiate the next leap forward. The presently confusing inevitabilities of change are here set out splendidly, backed up with statistics and informed comments. Those of us who have come through the pipeline of education à la Dewey are challenged not to set him aside. "Society is changing—it is time for education to do likewise." (The move to home teaching suggests this has begun. Similarly, if schools could see themselves as community resources banks, parents and truant might find them more relevant.)

Joe Benjamin

Invisible man examined

Fatherhood. By Brian Jackson. George Allen and Unwin £9.95. 0 04 649025 6.

In our lifetime the most obvious and startling change in the role of "fatherhood" has been the number of fathers who are present at the birth of their babies. The rise in only 10 years is from 1 per cent attendance to 80 per cent.

This situation is a reflection of a rapid change in society's expectation of fathers. Middle-aged people today mostly remember their fathers as figures in the background of their childhood: around in the evenings or at the weekend, bearing presents or carrying out threatened punishments.

In fact we know very little about fathers, even from literature. (Oedipus, Macduff and Karenin are not seen in normal family situations; Paul Morel saw his father only through the filter of his mother's estrangement.) Sociological studies are mostly concerned with abnormal men and the average adult over 45 has to dig around for memories of his father whereas mothers is clearly remembered.

Brian Jackson decided to examine this "invisible man" by interviewing 100 men who were about to be first time fathers and whose wives were all under the care of the same consultant. Wishing to study the normal, he sidestepped potential dramas and disasters. In fact none occurred, not even twins.

He found it unexpectedly difficult to persuade men to talk and to get past the wives who tended not only to answer the questions put to the men but also to interpret what they said. Only one woman left her husband alone for his interview. The taproots of fatherhood run deep and women are much more accustomed to talking about their feelings as a parent (real or

expectant). Many wives were astonished to discover what their husbands thought.

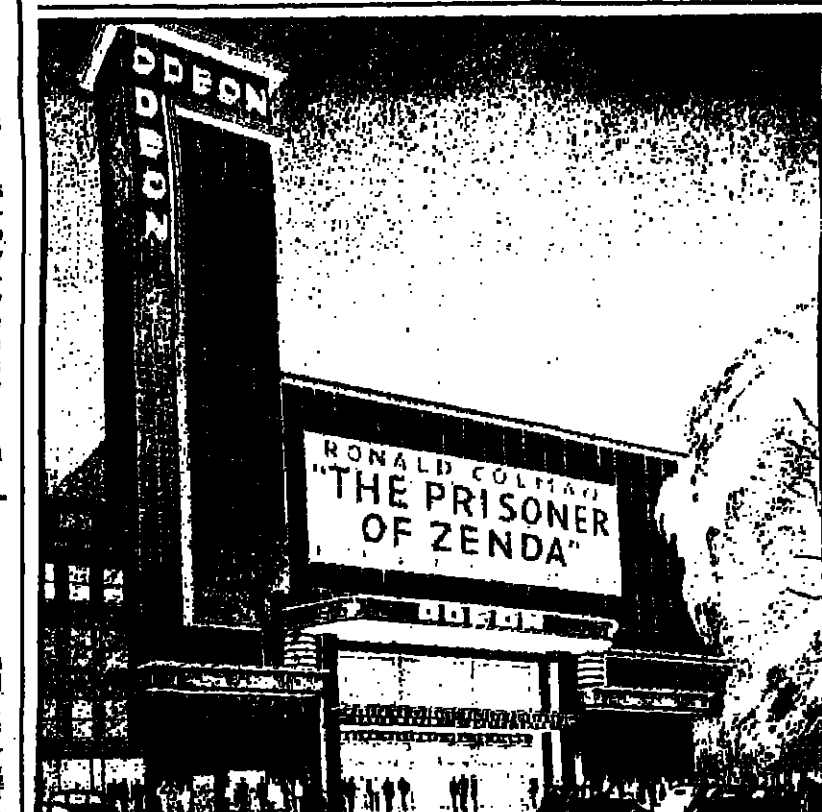
Interviews were held regularly and frequently throughout pregnancy; but the real emotional breakthrough did not come until the birth. All the men felt the violent emotional impact of becoming a father. We have the images of men in tears, men fondling the new baby, breaking the taboo on male tenderness and talking about it afterwards.

This wide-ranging study includes examination of the strange symptoms of the male couvade when, during their wives pregnancy, men have everything from mysterious backache to inexplicable stomach pains. There is also research into the place of fathers in the lives of young children today. The influential effects of social background, hours of work and mothers' expectation of freedom are recognized.

It is becoming obvious that more attention should be paid to introducing boys to the prospect of fatherhood. Education for parenthood would have helped almost every father interviewed. Of course men can get some enlightenment from the media, or secondhand from wives who attend antenatal classes, which are very rarely attended by men. Consequently, by many couples, the whole experience of parenthood was seen as part of the feminine mystique.

Although it is a record of case histories carefully examined and backed up by statistics, this is a most moving and readable book. Brian Jackson has a wonderful empathy with his interviewees. His untimely death has robbed us of a researcher who never forgot he was dealing with sensitive individuals.

Cecilia Gordon



The Making of Modern London 1914-1939 is the title of the book by Gavin Weightman and Steve Humphries to be published on September 6 by Sidgwick and Jackson (£12.95 and £8.95) to coincide with the authors' new series for London Weekend Television. Copious illustrations (above, Leicester Square Odeon, opened in 1937) accompany a text which charts the social and financial influences which shaped the post-war metropolis.

Anarchist pedagogy

The Libertarians and Education. By Michael P Smith. Allen & Unwin £12.00. 0 4 370139 6. £4.95 370140 X.

The latest survey of the anarchist contribution to educational theory and practice during nearly two centuries from William Godwin through Tolstoy and Ferrer, Neil and Illich, to the 'White Lion Street School' appears in the Unwin Education Books series. After an introductory survey, the book is divided by topic—integral education, libertarian pedagogy, education for

freedom, and current libertarian education. Dr Smith has used generally reliable sources, gives a great deal of detailed information, and makes only a few minor mistakes—though the omission of Louise Michel, who ran an anarchist school in London nearly a century ago, is regrettable. This is a useful introduction to the writing and teaching of some of the people who have done much to fit education to children rather than the other way round.

Nicolas Walter

Georgette Heyer's books, which were the subject of an article by Katya

Watter in *The TES* of 3.7.84, are published by Pan.

BOOKS

Peers and people

The Statesman and the Fanatic: Thomas Wolsey and Thomas More. By Jasper Ridley. Constable £12.50. 0 09 463470 X. The House of Lords in the Parliaments of Edward VI and Mary. By Michael A R Graves. Cambridge University Press £22.50. 0 521 23678 9. English Society 1580-1680. By Keith Wrighton. Hutchinson £12.00. 0 09 145170 1. £6.95. 145171 X. Rebels and Rulers, 1500-1660. By Perez Zagorin. Cambridge University Press £22.50. 0 521 24472 3.

Jasper Ridley's interweaving of two lives has an attraction that proves more apparent than real: the temptation to heighten the contrast implicit in the title is never far away. Reappraisal of More's excessively saintly reputation was certainly overdue, but it is easier to bring out his obscurity in polemics, malevolence in persecution, and cowardice in self-preservation than it is to rehabilitate Wolsey. Ridley portrays him as tolerant and merciful, as well as cynical and corrupt. Even in his last moments Wolsey could not suppress his impolitic taste for magnificence in his restoration of the archiepiscopal lodgings at Southwell and in his long overdue entombment at York. His even more belated parish work merely brought accusations of intrigue from the government; his death saved him from almost certain execution. The fate of Wolsey and More signifies the omnipotence of the Tudor State in those areas it controlled. More clung to the once-universal Papal Supremacy, apparently without realizing that Leviathan's rule in England had come to stay.

The significance of Tudor parliamentary legislation is crucial to the controversy between Geoffrey Elton and his critics, notably the late Noel Hurstfield who argued that a legal framework was no barrier to despotic aims. The "Elton School" influences Tudor history throughout the English-speaking world: Michael Graves is at

the University of Auckland. His study of the Lords is an excellent book, devoid of the kind of approach that often bedevils institutional research. Graves argues that Parliament was not a gladiatorial arena but a legislative machine characterized by cooperation between Crown and governing class. Neale's relish for parliamentary battles is therefore mistaken. Or is it? Given that real power has mostly lain outside Parliament, its occasional resistance when the government overstepped the mark is one indicator of the regime's limitations. Indeed, some of Graves' most interesting material hardly supports his premise. He stresses the independent temper of the Lords and the consequent importance of management, in which Gardiner excelled. Nevertheless, Mary's reign saw a marked drop in the amount of business transacted by the Lords. This reflected the overspilling of Court politics into Parliament: thus Paget mobilized opposition across religious loyalties to frustrate royal plans for the restoration of Church property. A significant group of "alienated peers" indulged in diplomatic absenteeism, notably in the 1554-55 crisis. The Lords may have been the more advanced House in procedural techniques, but the government's selective removal of potential "opposition" leaders and its ensuring of an effective "front bench" led by privy councillors suggests that Neale and Notestein are not to be relegated to limbo after all.

Keith Wrighton's lucid and well-constructed synthesis represents current social history at its best. The occasional banality ("the gentry... formed an elite of wealth, status and power") derives from sociology, of which there is a good deal in Part one. Part two is much firmer, no doubt because it is firmly grounded in economic history. Obvious themes, such as population and poor relief, are complemented by less familiar arguments, notably about the polarization of increased wealth and poverty. "The poor" now emerged as a permanent proletariat in town and country. They had scant access to the growing number of schools. Illiteracy varied little

from one county to another, but within a given county parish attainments differed widely. Not that literacy was actually necessary for the lower classes: their motive for reading was primarily religious. The clergy were mostly graduates by the 1630s: too late, for their flocks, formerly sermon-hungry, now chattered or slept through services. James Nicholson declared "the preaching of the gospel is but bubble and babbles and I care not a far of my tail for any black coat in Wensleydale and I had rather hear a cuckoo sing".

Education, which might have been expected in the mounting economic crises between 1580 and 1630, broke out later and in a period of stabilization. Perez Zagorin places the English Civil War, as well as lesser revolts, in their European context. His magisterial survey brings together a vast range of material in a comparative study which must earn him the gratitude of all those interested in the subject. The first volume is especially interesting on the divine-right monarchies (England, France, and Spain in particular): divergences, such as the continued existence of Parliament and its fiscal rights, were less important than similarities. He is especially good on the government's selective removal of potential "opposition" leaders and its ensuring of an effective "front bench" led by privy councillors suggests that Neale and Notestein are not to be relegated to limbo after all.

Keith Wrighton's lucid and well-constructed synthesis represents current social history at its best. The occasional banality ("the gentry... formed an elite of wealth, status and power") derives from sociology, of which there is a good deal in Part one. Part two is much firmer, no doubt because it is firmly grounded in economic history. Obvious themes, such as population and poor relief, are complemented by less familiar arguments, notably about the polarization of increased wealth and poverty. "The poor" now emerged as a permanent proletariat in town and country. They had scant access to the growing number of schools. Illiteracy varied little

Lindsay Boynton

Russian tales

A Hero of our Time. By Mikhail Lermontov. Translated by Vladimir Nabokov. Oxford World's Classics £1.95. 0 19281401 X. The Duel and Other Stories. By Anton Chekhov. Translated and introduced by Ronald Wilks. Penguin Classics £2.25. 0 14 04415 7.

A Hero of our Time is one of those remarkable works, peculiar to Russian literature, that depict the life and character of persons hardly to be found in Western Europe. The hero is a man of considerable parts (but wholly lacking in humanity, pity, capacity for love), with a consummate need to injure others, man or woman, in whatever manner appears to him appropriate in the circumstances in which he and they find themselves. Lermontov describes him in his foreword as "composed of all the vices of our generation in the fullness of their development". His adventures take place in the Caucasus, a region Lermontov knew well, having been exiled there following a duel, and where he died, aged 27, killed in another one. He was, besides being a writer, a painter of no mean skill, and this enabled him vividly to describe some of the magnificent scenery of the area. The construction of the work is a skilful blend of autobiography and description at second hand, a combination which gives a more rounded portrait of the hero, Pechorin. The chronology is peculiar, but not so strange as to make it difficult to follow. The translation appears adequate, so far as can be judged only from how it reads in English.

The only flaws are the Introduction and Notes. Nabokov in these shows himself to be one of those unpleasantly clever persons who must always prevail on what seems to them their superiority, whether apologetic or not - a sort of itch to instruct the benighted Anglo-American natives from the heights of continental culture. Himself a devotee of Chinese box puzzles in writing, he laboriously contrives to make Lermontov's

novel appear much more complicated in structure than it in fact is, and simultaneously spends time denigrating his style, vocabulary and literary merit. In the notes, he several times refers to the "good reader" in a manner at once condescending and impertinent. By labouring the obvious, he adds to the tally of notes quite uselessly. Balzac he dismisses irrelevantly, as "the overrated French writer". Sterne has a word for his like: "A dwarf who brings a standard along with him to measure his own size - like my word, is a dwarf in more articles than one."

The Chekhov stories are remarkable. The Introduction, short and to the point, is, unlike the former, refreshingly unostentatious. Some information about Chekhov is given, the stories given their dates of composition with such added brief comments as may help the reader.

One striking thing about these stories is that the events find no conclusive resolution. They are in this respect, wholly life-like. It is as if an incident in some people's lives had been examined and described. Its coming-to-be is not clear, and though it obviously comes to an end, this is only partial: things persist, recollections, reminders of emotions, uncertainties about who was to blame (if anyone was), exactly as actually happens. This, to those enamoured of literary structure, probably seems an artistic flaw. In fact, considered from a less Olympian vantage point, it is seen, upon reflection, to be the result of consummate skill and artistic sensibility. Nothing is might be expected of what conventionally is taken to be the "finished" work. But just this is the finish that gives these writings their extraordinary distinction, their exceptional quality of truthfulness: that gives what, in other hands would be insipid records of the trivial, tasteless and boring provincial life of Russia, their vitality, their absorbing interest; that compels one to register the events with compassionate understanding, with a feeling of deep pity for the waste and pain chronicled.

Pierre Watier

French plays

Calligula and Other Plays. By Albert Camus. Penguin £3.95. 0 14 048 181 8. Jean Genet. By Jeanette L. Savona. Macmillan £13.00. 0 333 29223 5.

Even since Martin Esslin's exposition of the Theatre of the Absurd, the notion has been misused by students, lecturers and cognoscenti to cram into the mould the works of many a hapless playwright. The plays of Camus and Genet have been notable victims. In an admirable Introduction to the Penguin volume, John Cruickshank re-establishes, precisely, Camus's relationship to the absurd. He also traces his author's progress "from nihilism to a form of humanism" which is cherished still by admirers of all ages. The editors, however, have rejected the opportunity to publish the complete plays. Inexplicably, *State of Siege*, a rarity whose plague theme links it to Camus's novel, *La Peste*, and to Artaud's *The Theatre and its Double*, has been jettisoned for an adaptation of Dostoyevsky's novel, *The Possessed*. This does a disservice to both Camus and his admirers.

David Blewitt

Get into print

Guide to Fiction Writing. By Phyllis Winney. Poplar Press £7.95.

How does one get published on how to get published? Why does anybody want to? If these writers are as successful as they blurb tell us, why aren't they getting on with the next blockbuster? What are they doing, wasting time telling us what we've been told before? Phyllis Winney has taught, fiction

writing at New York University and Northwestern University and writes, after an apprenticeship in children's books, "romantic suspense fiction" which sells millions "in both trade and book club editions here and in America". She is sound on method, research and checking. But her prologues, which we try hard enough, will find ourselves in print is pie in the sky. Some will, some won't. To print books like this they tear down trees.

Valerie Grosvenor Myer

Urban development

Education and the City: Theory, History and Contemporary Practice. Edited by Gerald Grace and Kegan Paul £8.95. Routledge and Kegan Paul. **Consensus and Conflict in American Educational History.** Edited by Ronald K Goodenow and Diane Ravitch. Holmes and Meier \$39.50.

"The establishment of settlements is the work of those who believe that the gifts to modern times are good; that culture is gain, not loss; that cleanliness is better than dirt, beauty better than ugliness, knowledge better than ignorance..." (Desirey Settlements) express the desire on the part of those 'who have' to see, to know, and to serve those 'who have not'."

Thus Canon Samuel Barnett writing of the University Settlements in East London in 1909. But how satisfactory is this as a statement of intention in early urban education? To what extent was urban education an imposition of middle class, capitalist values on a recalcitrant working class? Was it an attempt to "gentle the masses", or a form of social repression and control? What forces and pressures operated in the institution of public and compulsory schooling in Britain, America and Australia? Do they still apply?

These are the questions that prompt both books, and, in tackling them in interestingly different ways, they raise further important questions and areas of research in the field of urban education. Both books stress the importance of placing such research within a secure historical framework, and of substituting a more rigorous academic approach for the bleeding, but ineffective, liberal heart.

For Gerald Grace and his contributors in *Education and the City*, the fundamental requirement is an awareness of the economic and political dimension of urban education; and this

means that the student must first acquire a relevant knowledge of what, sociologically, is meant by "the urban". Grace argues the case for urban education as a critical science of its own, rather than an aid to policy making. Important as this is, it leads to some inconsistency in the book: what is Frances Morrell's admirably clear statement of ILEA policy and intention - doing here, or Dale Mann's defence of the School's Improvement Project in New York?

Equally, Rachel Sharp, having told us that the crisis in urban education is "the crisis of capitalism", widens the debate further than her metaphors can follow: "If we do not rise to the challenge, violent explosions in capitalist urban centres could materialize, bringing in their train profound structures in the state's institutional framework and producing a deep organic crisis at the very centre of bourgeois society." The problems and questions deserve more than such sloppy writing.

In the sections dealing with the history of urban education and with contemporary policy and practice there are thought-provoking articles. Christopher Cook sees the anti-theoretical training of teachers for urban schools ultimately linked to the missionary zeal of Kay-Shuttleworth's nineteenth-century teachers, conservative in its attempt to ameliorate without examining "the exercise of power in social control", and similar to the attempted cultural imposition of the young men in the University Settlements. In contemporary London, Ian Lee is disturbed that the infant school teachers she interviewed, both progressive and reactionary, lacked a "theory of the organization, functioning or general nature of society" and felt themselves distanced from the community they worked in, thus perhaps exacerbating parental indifference. Her questions sometimes sound petulant, but they show the

actual conflict between theory and practice, on which the assertions of this book must stand.

From a different angle, and one disavowed by Grace, Ronald K Goodenow and Diane Ravitch use survey data to elucidate the lives, working patterns, and pressures of pupils, parents, politicians, professional teachers and amateur education boards in American schools as diverse as Detroit, 1836 and Gary, Indiana 1946. There are dense statistics which turn up some surprises, although sometimes the samples seem too small or too random to be meaningful. The informing idea of the book is that analysis such as that of Michael Katz (that education is a blatant form of social control) do not adequately fit: there is the documented history of a pioneering vocational training course between 1908 and 1928 which enhanced rather than inhibited social mobility; Paul E Peterson writes persuasively on the responsiveness of public education to the needs and desires of quite diverse ethnic and economic groups.

There are gloomy portraits - the segregation of blacks and orientals in Atlanta and San Francisco, for instance (there was no black high school in Atlanta until 1924), the collapse of progressive education under the pressure of World War Two; but the picture painted is much more one of social responsiveness and awareness, of muddle, certainly, but of good intention. There is also the incidental humour of an adolescent teacher being refused a rise on the grounds that he could neither see nor hear.

Both books make strong claims for the serious historical study of urban education, particularly in its impact on the community: they outline fruitful areas of further study and, in complementing each other, outline important questions for the policy-makers.

Timothy Suter

Rhyme time

The Songwriter's Rhyming Dictionary. By Sammy Cahn. Souvenir Press £2.85 626469.

There's something a shade derelictory about using a rhyming dictionary - like cheating at patience.

Only verbal emasculation. Surely, needs to look in hard (£8.95) or soft (£5.95) covers. To find a pack of rhymes for "hearts" but a lack of chimes for "lovers". Mr Cahn (whose Introduction gets off his chest Modest little anecdotes like "Bing looked at me and said, 'You're pretty good'."

Shows that, in writing lyrics, you don't just need to bring agility

To the task - you need SINGABILITY.

His words fit Sammy Cahn.

At minding the bizarre, far-from-the-back-of-beyond rhyme.

He may be no Sondheim;

With songs like "Three Coins in the Fountain".

He's made a mountain

Of dough.

Martin Fagg

Above par

The Golfing Mind. By Vivien Saunders. Stanley Paul £9.95. 0 09 155160 9.

This is another book in the same genre as W Thelmer Gallwey's *The Inner Game of Golf*. It is an attempt to talk weekend golfers into better scores by persuading them that it is "all in the mind". Of course we all know that, but still, it is unlikely to do anyone any positive harm to be told so once again.

Where Mr Gallwey jollied you along with doses of pseudo-psychology to persuade you to stop trying to correct your faults in mid-stroke in order to allow your instincts to take charge, Ms Vivien Saunders is more likely to play you with common sense and tips on how to play a percentage game. Those of us who take our golf seriously are well aware that, time and time again, we make foolish mistakes by failing to stop and think, or by allowing the frustration caused by one error to precipitate another. If we only listened to Ms Saunders we would become new people; but would it really be fair on our opponents to adopt such revolutionary methods?

Stuart Maclure

Howzat!

C. B. Fry: The Life of Charles Burgess Fry. By Clive Ellis. Dent £10.95. Douglas Jardine: *Spartan Cricketer.* By Christopher Douglas. Allen & Unwin £9.55. *Ashes in the Mouth* by Ronald Mason. Penguin Books £2.50.

Nostalgics among the cricket fraternity now seem to be turning their attention to the 1932-33 "Bodyline" England cricket tour of Australia. Perhaps the sight of our present cricketers going down to the West Indian trio of pace bowlers - Marshall, Holding and Garner - has brought this about, or perhaps it is the fact that Britain has just celebrated the fiftieth anniversary of that famous (or infamous) victory. At any rate, two new books have just been published concentrating on the subject - and a movie is also planned from the same stable that produced *Charlotte's Web*.

Christopher Douglas, the author of *Douglas Jardine: Spartan Cricketer*, is something of an expert, having already written a radio play on the subject. His book gives considerable insight into the character of Jardine, the England captain during that fateful tour - which was almost cancelled half-way through because of the tactics employed by England's pace bowlers, Larwood and Voce, who consistently bowled short-pitched deliveries on the leg-stump to a packed legside field.

Jardine was born and raised in establishment circles - Winchester and Oxford. The most telling incident in this book concerns the day he was hit on the hip by an Aborigine fast-bowler. He refused to utter a cry of pain until hours afterwards when, safely alone in the dressing room, he took his clothes off to reveal a leg covered in blood. He never flinched in the face of the enemy, and he never gave an inch to those who criticized his promotion of the leg-theory tactics.

Ashes in the Mouth perhaps gives more food for thought - if readers will pardon the pun. It sketches the three main characters in the drama, Jardine, Larwood and Sir Donald Bradman (the Australian batsman whom the theory was designed to contain) and, because it concentrates solely on that one tour, perhaps gives a greater insight into the reasoning behind the leg-theory bowling and the international rumpus it unleashed.

C. B. Fry: *The Life of Charles Burgess Fry* readily tells the story of the "Boy's Own" cricket hero of the first half of the twentieth century. Fry was an outstanding sportsman in many fields - cricket, football, rugby and athletics - and later entered political life, although he failed in his ambition to become an MP. He was, of course, the product of a bygone age - very different from today's "Boy's Own" hero, Ian Botham. Fry had the traditional public school and university background and spent his working life training boys for the navy.

Richard Garner

CLASSROOM FOR IMPROVEMENT?

In March of this year, a committee of inquiry set up by the ILEA a year before to report on underachievement in comprehensive schools, produced their five year plan entitled 'Improving Secondary Schools'. The TES published a three page summary covering the main points in the Committee's 104 recommendations, on March 23.

Reprints of this feature are now available at a cost of 25p each. Readers requiring copies should send cheques/postal orders (no cash please), made payable to Times Newspapers Limited, to:

Lesley Griffiths
The Times Supplements
Priory House
St John's Lane
London EC1M 4BX

(2018)

RESOURCES

The integration of the computer into project work through simulation programs is one of many interesting software developments. A number of programs are currently available and, although their main theme may be associated with a specific area of the curriculum, they draw upon a wide range of related skills and subjects. For example, *Adventure Island*, simulates a survival exercise on a deserted island and was specifically developed to encourage written and oral language and higher order research skills. It does, however, involve a number of other curricular topics, such as geography, natural history and mathematics and offers the opportunity for the individual teacher to introduce a variety of other activities dependent on his or her interests and the needs of the particular group of children involved. Other examples are *Mary Rose* and *Saqqara*.

The programs are intended to be outward not inward looking. And it is this freedom to explore areas of interest while still using the central theme of the simulation which is one of their greatest strengths.

Another sort of program which appears to have potential is the database, for example, *Quest*. These programs allow children to collate information; for example, census reports of local villages and towns can be entered and the information analysed. The user can define his own parameters which makes the database a very powerful tool.

A combination of the database-type of program and the simulation program is a new development. It offers further opportunities for the individual teacher to develop specific data relating to their local environment and interests, and present it in a new and stimulating way. *Archaeology* is the first example. As implied by the name, the program is essentially based on an historical dig, yet as with all good simulations, many other areas of the curriculum will be drawn into the program.

Archaeology gives the teacher the opportunity to research in depth local or specific sites of interest and easily enter the details into the computer. For instance, a teacher may choose to study a Roman site which is in their immediate vicinity, such as the Palace at Fishbourne for those in Portsmouth, or explore a site of current interest, such as York's Viking settlement.

An interesting comment on simulations is that it is the people who develop them who gained the most

from them. Certainly, Ian Whittington, author of *Saqqara*, acquired a very great depth of understanding of Ancient Egypt when writing the program, and David Jackson's knowledge of foxes increased considerably whilst researching *Suburban Fox*. If teachers and pupils can share in the program's development these benefits may be spread around.

Archaeology comes as two programs. The first allows the entry of the site details. It is necessary to have mapped a plan of the site on a sheet of graph paper, to include the positions of the walls, flooring and the artifacts to be found; the program simulates a site on three levels and these details are entered in sequence. First, the walls, second the flooring and finally the finds are mapped on the screen using a simple LOGO-type program controlled by the cursor keys. The level is changed by pressing the relevant number key and the data is entered using a small number of other keys such as "A" to add a find, or "B" to build walls.

It is this ability to enter easily the details of sites which individual teachers find relevant to their needs and those of the children which is one of the most important aspects of the program. The teacher does not need to be a programmer. It allows the teacher, and children, to explore situations within their locality, through the medium of the computer, museums and visits to the "real" sites.

In our experience this type of program encourages very positive involvement. The discoveries made are personalized and this almost always results in a deeper understanding and a more enthusiastic quest for knowledge. Visits to museums are made with greater interest and the artifacts studied more keenly.

The program offers breadth both in the choice of sites and the types of artifacts found. For instance, we are currently studying a Roman site in Colchester. As part of the preparation we contacted Peter Griffin, the pottery teacher at Allwyn Comprehensive School, Ramsey, and asked if he could make us some facsimile pots using authentic archaeological sketches as a guide.

In this instance, the finds will be facsimile models of pictures. We are also trying to obtain other "artifacts" such as brooches, parts of a sword, from a local metalwork teacher. It may be possible to borrow items from the School's Museum Service or local museum from the period. It is the notion of the teacher being able to use



Local interest

Barry Holmes and Stephen Fletcher on computer simulations which can be adapted to local situations

resources of local museums and on occasions use real artifacts which will broaden the scope of this simulation.

Another possibility we are exploring at this moment is as follows: A group of third year children, as part of a mathematics project map the school. This information is entered using the first program and later the fourth year class excavate the site, using the second program, without prior knowledge of its origin. It will be interesting to see the way in which they piece the evidence together and see how long it is before they are able to define the location of their excavation. The piecing together of evidence, the bringing to bear of knowledge from researches, combined with the knowledge that we already have are some of the most important aspects of this type of historical simulation.

Other possibilities readily present themselves. By slightly altering the method of plotting the site by using coordinate points rather than blocks on the plan, the children can explore sites such as an old shipwreck where the curves can be simulated by points, as with the *Mary Rose*.

It is in the second program, that the main project will unfold. Again using the cursor and a limited number of other keys the children are able to excavate using quadrants or trenches. The levels are represented by hatching on the screen which increases in intensity the deeper the children dig. Groups may be restricted to specific areas or allowed the freedom to explore the whole site.

If a particular site is too large to be included on a single database then the site may be sub-divided and groups can work on the different sets of information independently. It is this freedom and flexibility which is a most impor-

tant aspect of this program. This is not to say there will be no call in the future for the highly specific simulations, such as *Saqqara* or *Mary Rose*, rather that we are looking to develop programs which will allow a greater degree of flexibility and individualization.

The importance of specific simulations will always have place, partially because of their complexity and their relevance to curricula objectives. In the future, programs will whenever possible, we believe, follow the pattern of *Archaeology*. The need to give teachers the ability to develop projects using computers, through programs of this type, is essential.

Another aspect of this fathering of information by individuals is that a pooling of resources will greatly increase the number of projects available to teachers. One teacher can study a particular site, the information and disc containing the data can be lodged at the local Teachers' Centre or in the school, and can be loaned to other schools in the area. This will allow a library of projects to be built up and increase the variety and number of computer projects available to teachers. Currently we are developing data on Colchester and a site in Egypt using this program. The possibilities are numerous, the entry of data is simplicity itself, making this a flexible and adaptable teacher resource.

Archaeology will be available in September direct from Cambridge Software House, Town Hall, St Ives, Cambridgeshire. It will cost £13 plus VAT.

Barry Holmes and Stephen Fletcher are the designers of *Archaeology*. Barry Holmes was co-author of *Mary Rose* and *Saqqara*.

notes

IN THE SOIL

"Down to Earth" is a major touring exhibition on the subject of soil which is touring museums and art galleries until at least the end of 1986. At the moment it is at the National Museum of Wales in Cardiff and next month it will be at Derby Museum and Art Gallery. The exhibition has been put together by Leicestershire Museum's Education Section and to accompany it the service have produced two booklets: "Ground Work" which looks at practical ways of learning about soils and "Down to Earth" - an introduction to soils, which explains about different sorts of soil and looks and soil surveying and soil restoration.

More information about the exhibition and the booklets from Leicestershire Museums Education Section, Leicestershire Museums, Art Galleries and Records Service, 96 New Walk, Leicestershire LE1 6TD.

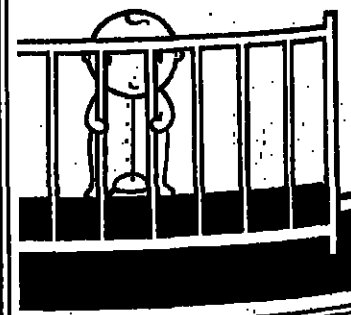
JOBS SKILLS

"Surviving Interviews" and "Write Your Own CV" are two of the latest publications from CRAC Publications. *Surviving Interviews* gives hints on how to prepare for an interview: what to wear, what to say, how to answer etc; while *Write Your Own CV* takes job applicants step by step through the tricky process of writing a curriculum vitae. *Surviving Interviews* costs 45p and *Write Your Own CV* 52p. Both are available from CRAC Publications, Hobsons, Ltd, Bateman Street, Cambridge, CB2 1LZ.

PLAYING SAFE

"Playing Safe with British Standards" is a booklet produced by the British Standards Institution which could be useful for nursery schools and the parents of young children. The booklet lists standards for items such as cots and mattresses, pushchairs and highchairs, toys, bicycles and playground equipment. A playpen made to the standards required by BS 4863 would have, for example, to be no less than 600 mm high; have spaces between the vertical bars of no more than 100 mm and no less than 75 mm and have been tested for strength, stability and flammability. Other stipulations are listed.

The booklet is available from the Education Section, BSI, 2 Park Street, London W1A 2BS, price 50p per copy, including postage.



ments lurch uncomfortably from the obvious to the timid.

Broadsheet Poets appears three times a term. A series of rather drabily designed, coloured posters, they feature poetry by pupils from schools affiliated to the association. Though the poets range from infants to sixth-form college students, it is easy to see how pervasive has become the influence of the teenage poet Adrian Mole. His stylistic influence is also apparent in *A4*, another anthology of pupils' work from member schools. Compiled from a tiny sample (400 pieces of work from all age groups over the whole country), its standard is inevitable varied and work has been included from only 20 schools. It does, however, include two delights: "History" by

Mark Gittins ("What, I wonder will they think in a thousand years? The Will some historian have picked?/The wrong book, copied a wrong word? Will Robin Hood have led the Jews from Egypt?") and a splendidly observed pun conversation "The Hall Moon Inn" by Samantha Stannard. There is also a very wise preface from one of the co-editors, Geoffrey Swallow, which indicates the sound principles on which they have tried to compile the anthology.

As the obvious enthusiasm of those now involved in the association infects others, so it will grow; and, as it does so, it becomes possible to exercise more rigorous editorial control, so it will be increasingly worth joining. David Sell

Voc prep advice

The Voc Prep Manual
Framework Press
£19.50 + £1.50 p&p.

There is a ready market for materials which make it easier for teachers to meet the heavy planning and organizational demands of pre-vocational courses. Framework Press, with its clear formats and good practical ideas, is helping to meet a pressing need, and I have found its earlier pack, *Problem-solving at Work*, invaluable in teaching communications on YTS courses.

The scope of *Voc Prep* is rather broader, and includes planning courses from scratch, organizing teaching space, recruitment and induction of students, profiling and assessment and the provision of equipment. There are also some well-designed assignments which can be used either as they stand or as a course of ideas for a teacher's own work. The materials are presented in a plastic ring-binder, and may be photocopied for use within the purchasing school or college.

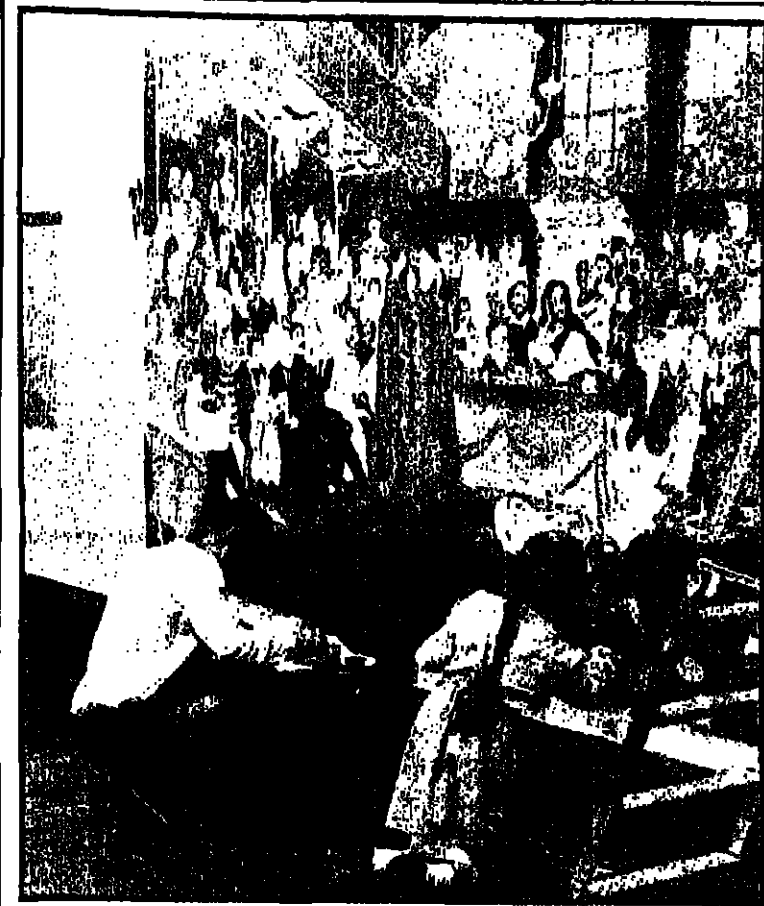
The section on developing student autonomy is especially useful. Many YTS trainees and FE students have failed at school and are not well-disposed towards teachers. Information on techniques for dealing with initial hostility needs to be more widely

available, and *Voc Prep* offers some good starting points. The authors' basic proposition is that "I won't do it" is often a protective device meaning "I don't think I can do it", and that the course must be designed to convince the students that they have more ability than they may think.

This strategy depends on detailed planning, and even then offers no guarantee of success. Nevertheless, behind the practical approach of this pack is an attempt to build up a framework which is as coherent as teachers can make it, so that the course and the trainee are given the best possible chance. The structure is based on teamwork and on integrated courses which provide for the development of specific skills, including literacy and numeracy, within practical contexts. As an advisory model, it is properly concerned with the best that may be achieved, and most courses will not have the resources, human as well as material, to do as much as this. However, as the advice is generally sound - apart from the section on spelling, which is less flexible than the BBC adult literacy materials - most teachers will find *Voc Prep* at least a source of good ideas, and at best an important contribution to course design.

John Bald

RESOURCES



Artist and visitor working on one of two huge group portraits at the National Portrait Gallery. The portraits which were completed last week were a summer holiday activity for all ages organized by the gallery. The composition was based on two of the gallery's largest pictures: The Landing of Princess Alexandra at Gravesend 7 March, 1863 by Henry Nelson O'Neill and William Pitt Addressing the House of Commons on the French Declaration of War, 1793 by Karl Anton Hickel. An outline of both of the paintings was made and participants were given an outline stencil of a portrait in the gallery. They could then go off and complete the head - painting or crayoning it and this was either stuck on to the main painting or used a working sketch to be copied. Two artists, Flick Allen and Liz Ridel were on hand to help. All sort of media were used for the background including glitter, petals, paper and some people chose to add objects not in the original portraits. The results will be on display in the education department for the rest of the summer.

MEDIA

On the bass

by Andrew Pegg

BASS IS BEAUTIFUL
Channel 4
Thursdays at 5.30 pm

First seen in January 1983, these four half-hour programmes featuring the world's foremost double-bass player are intended to provide youngsters with a lively introduction to the instrument. Were it an adult audience in the studio, it would be tempting to hail Gary Karr as the Liberator of the double-bass. With children, his gloriously excessive Californian personality comes over for all the world as a Walt Disney cartoon character.

However, the rolling eyes, rubbery limbs and surreal diction are not enough to mask the warmth and sincerity of his approach, nor the considerable virtuosity of his performances. Were Karr to eschew the histrionics (and one suspects he may just like this in real life), he could still bring to the potentially uninspiring combination of solo double-bass and piano an element of compulsive viewing (and listening) through his playing alone.

The four half-hour programmes contain about eight short musical items each - mostly arrangements naturally enough, but felicitously chosen to maintain interest. One piece is played with an invented story as a running commentary, spoken and animated by Karr himself in between bursts of playing.

There are the inevitable audience participation tricks, ranging from conditioned responses to volunteer try-outs on the double-bass. There is a young performer guest who plays a duet with Karr. There are rhymes and chants to repeat. Karr is one of the few



adult individuals who seem able to converse with young musicians in an unpatronising way, but his handling of the studio audience is less assured. Perhaps pressure of time and the circumstances of video-recording lead him to treat the audience more as another prop than as a collection of interested children.

Moreover, the sound track occasionally suggests a considerable degree of restlessness, and there are very few audience shots which could confirm he has its undivided attention. Nevertheless, the *Bass is Beautiful* programmes are of an entirely different order of television music programmes for young people than we are used to. It is a pity that the medium inevitably distorts the most important aspect of the presentation - the quality of the instrumental sound. Karr's famed Amati double-bass (it belonged to Koussevitzky) might as well be a plywood cello when heard through a television receiver.



Number theory

Hugh David talks to Johnny Ball about a new series of 'Think of a Number'

September is the sixth which Johnny Ball has both written and presented. The titles of some of the six programmes give a fair idea of both their style and content: "The All Action Body Show", "Let the Angle of Force Be With You", even "The Four-Side Saga" -ouch! But although the topics are all new, Johnny Ball and Albert Barber are at pains to stress that the format remains the same.

"It has to", Barber went on, while Ball was sealed inside a box ready for the start of "The Four-Side Saga". "Johnny's a complete one-off. It would be out of the question for anyone else

to do the show or even temper with the way he does it." Watching the recording it was impossible to disagree. Ball, the one-time northern club comic who made his first television appearance on *The Val Doonican Show*, has a unique ability to communicate his own very real enthusiasm for numbers to the studio audience and through them to the millions at home. In the words of a teacher who arrived at the recording with a party of 12-year-olds: "That man's missed his vocation. He would have been an outstanding teacher." He would indeed - but that would have meant becoming educational.

Fertile backyard

In Our Backyard
Granada for the ITV network
15-minute programmes
Wednesdays, 12.10

The setting for Granada's new pre-school series is a backyard, and a very fertile backyard it is; fertile with ideas that is. The backyard belongs to three-year-old Laura and her parents Jean and Peter who come out into it for exercise, to talk - about milk bottles, the sun, the educational bit) and to look.

They have a band for neighbours which would be an occasion for horror for most people, but fill this family with enthusiasm and gives the audience a chance for a sing-a-long and a reason to make musical instruments. There are two puppets, dotty Mr and Mrs Macaroni, who live in a flat overlooking the yard and Sammy the Seagull, who is, at this stage, permanently positioned above it.

Altogether it is a very nice package.

4 Television Programme Recording

Titles Available For Week Commencing Sunday 26 August 1984.

Wednesday August 29
17.30 Splash: Butterfly free code B

For More Information Contact
TV Recording Licence Dept.

GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 631 22

C.O.G.

APPOINTMENTS IN SCOTLAND CONTINUED

SECONDARY SCHOOLS TEACHING POSTS

BIOLOGY WITH GENERAL SCIENCE	KELSO HIGH SCHOOL	Roll 840
BUSINESS STUDIES	EYEMOUTH HIGH SCHOOL	Roll 535
PHYSICS	HAWICK HIGH SCHOOL	Roll 1345
	GALASHIELS ACADEMY	Roll 1228

Closing date: 7th September 1984.

Application forms can be obtained from the Personnel Department, Regional Headquarters, Newtoun St. Boswells, TD6 6SA. Completed forms should be returned to the Director of Education at Regional Headquarters.



CENTRAL REGIONAL COUNCIL RE-ADVERTISEMENT EDUCATION DEPARTMENT

ASSISTANT PRINCIPAL TEACHER OF ENGLISH

St Modan's High School, Stirling (telephone Stirling 70962)

Responsibility Payment £1,476

Further details are available from the Rector of the School.

Applications are invited from suitable qualified teachers registered with the General Teaching Council for Scotland.

Candidates will require to be approved by the Roman Catholic Church Representative.

Application forms can be obtained from the Director of Education, Room 205, Central Region Council, Viewforth, Stirling to be returned not later than Monday, 17 September, 1984.

(8126)



Tayside Regional Council

EDUCATION DEPARTMENT RECTOR

MONTROSE ACADEMY
(Responsibility Allowance - £9657)

Applications are invited for the above post from suitable qualified teachers with substantial teaching experience and who currently hold a post of responsibility.

The school is an all-through 6 year comprehensive serving the town and rural hinterland of Montrose with a roll of 1100 including 400 pupils in S4, S5 and S6.

Application forms and full details of this post are available from the Divisional Education Officer, County Buildings, Forfar DD6 3LF.

RECTOR

KINROSS HIGH SCHOOL
(Responsibility Allowance - £7920)

Applications for the above post are invited from suitable qualified registered teachers who have had substantial teaching experience and currently hold a post of responsibility. The present Rector retires and Christmas 1984 and the successful candidate will be expected to take up duty in January 1985.

The school is an all-through 6 year comprehensive serving the town and country of Kinross with a roll of 650 including 250 pupils in S4, S5 and S6.

Application forms and further details are available from the Divisional Education Officer, 6/8 South Street, Perth PH1 8PF.

The closing date for the above posts is MONDAY, 10 SEPTEMBER 1984

(8126)

Science

BRADFORD

BRADFORD GRAMMAR
SCHOOL
Kalehyall Road, Bradford
BD9 4JP

There will be a vacancy in September or October 1984 for a temporary teacher of Physics.

Letters of application together with the names of two referees should be sent to the Headmaster as soon as possible. (184824)

CHESHIRE

CRANLEY SCHOOL
Edmond Hall, Great
Owl, Northwich.
CW9 6NQ

Two posts for Girls
Required for September 1984. One for a full-time teacher of Mathematics up to 'O' level. This is a part-time post. The other is a part-time post for a teacher of Mathematics up to 'O' level. This is a part-time post. (184824)

Application forms and full details of this post are available from the Divisional Education Officer, County Buildings, Forfar DD6 3LF.

The closing date for the above posts is MONDAY, 10 SEPTEMBER 1984

(8126)

GLOUCESTERSHIRE

STAMFORD LADIES' COLLEGE

1850 pupils
Required for January 1985 a good honours graduate to teach Physics throughout the school. Salary according to qualifications and experience. Please apply to the Principal, Stamford Ladies' College, Cheltenham, Glos. GL50 2AA. Closing date: 10th September 1984. Two referees. (11477)

184824

KENT

SEVENOAKS SCHOOL

H.M.C. 900 boys and girls (400 in 6th form)

A CHEMIST

A graduate Chemistry teacher urgently required for September 1984. Salary: £5,133. (10739)

184824

LONDON

EALING COLLEGE UPPER SCHOOL

11-18
Urgently required for September 1984. Graduate teacher of PHYSICS to level with MATHEMATICS to A-level. Salary 1 post. Interest in games. (184824)

184824

NORTH YORKSHIRE

RYLLING HALL SCHOOL

Robin Hood's Bay, Near Whitby
Coeducational Boarding and Day School with small Vith Form

Requires resident qualified Biology Teacher, starting September. An ability to help with Rugby and Cricket. Coaching would be an advantage. Salary would be a knowledge of sailing. Applications with curriculum vitae and names of two referees to the Headmaster. (08598)

184824

Other than by Subject Classification

Other Assistants

ESSEX

PARK SCHOOL FOR GIRLS
(Independent Grammar School with Preparatory Department) Essex
Required for January 1985 experienced Teacher with qualifications in Speech and Drama for part time post. Over 100 pupils. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

Other Assistants

ESSEX

Required for September 1984 or as soon as possible. A qualified full-time teacher of English with experience in teaching in a secondary school. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P.P. Lambert, 20 E. (Bognor) Road, Bognor Regis, Sussex BN25 3JF. (08725)

184824

Other than by Subject Classification

OVERSEAS continued



WESTERN AUSTRALIAN ACADEMY OF PERFORMING ARTS DIRECTOR

Applications are invited for the newly established position of Director of the Western Australian Academy of Performing Arts. The Academy operates under a Board of Management within the W.A. College of Advanced Education and is located at the Mount Lawley Campus in Perth, Western Australia.

Students are enrolled in post-secondary courses of one to three years leading to awards of the Academy. The Academy has two principal schools - the Western Australian Conservatorium of Music and the School of Dramatic Arts (dance, theatre, media) which are directed towards the training of students in performance, teaching and production. A further function of the Academy is to develop and present an appropriate range of community programmes in the performing arts.

The Director will be responsible to the Board of Management for course development, for academic and administrative leadership in all aspects of the programme and for developing the unique ethos of the Academy in providing professional courses integrated across the performing arts. It is expected that the Director will participate in some teaching within the programme.

Applicants should have appropriate qualifications and a proven record of performance and/or teaching and/or leadership in one or more of the performing arts. Board of Management places significant emphasis on the ability of the Director to develop the quality and reputation of the Academy as an institution of international standing. It is hoped that the Director-elect of the Academy will be appointed in time to participate in the final selection of the positions of Head of the Western Australian Conservatorium of Music and Head of the School of Dramatic Arts which are being advertised concurrently with this advertisement.

Salary and Contract
The successful applicant will be appointed at the level of Head of School/Dean within the advanced education salary scales which apply throughout Australia. This salary ranges between \$547,152 and \$551,006 according to qualifications and experience. An increase of 2 percent on these salaries is expected followed by an increase of 3 percent in April, 1985. The term of appointment will be between five and seven years, renewable by mutual agreement. Salary and term of appointment will be subject to negotiation within these limits. The conditions of service including recreation, sickness and long service leave are those applying generally in the Australian tertiary sector. Provision is made for conference attendance and professional experience leave. Removal and settling-in allowances are available. The date of taking up the appointment is negotiable but it is hoped that the Director will assume duties no later than 1st January 1985.

Further Information
Persons indicating interest in applying for the position will be supplied with a detailed statement of conditions of service and a statement of the objectives, functioning and development of the Academy.

Applications
Request for further information and the format of application should be addressed to:
Dr R.L. Vickery
Chairman, Board of Management
W.A. Academy of Performing Arts
c/o Head, Personnel Department
P.O. Box 217
DOUBLEVUE, W.A. 6018
Telephone: (09) 387 9273

Applications should be completed and forwarded to the above address by no later than 28 September, 1984.



WESTERN AUSTRALIAN ACADEMY OF PERFORMING ARTS HEAD OF SCHOOL OF DRAMATIC ARTS

Applications are invited for the position of Head of the School of Dramatic Arts of the Western Australian Academy of Performing Arts. The Academy operates under a Board of Management within the W.A. College of Advanced Education and is located at the Mount Lawley Campus in Perth, Western Australia.

The Academy offers post-secondary courses of one to three years' duration in two principal schools - the Western Australian Conservatorium of Music and the School of Dramatic Arts (dance, theatre and media) which are directed towards the training of students in performance, teaching and production.

The Head of the School of Dramatic Arts is responsible to the Director of the Academy for the professional leadership, academic programme and standards, staff management, student enrolment and welfare and financial and other management of the dance, theatre and media programmes within the Academy.

Applicants must have appropriate qualifications and a proven record of performance and teaching in one or more appropriate fields and have the personal qualities to provide positive leadership to the development of the programmes of the School. The Head of School will be expected to contribute to the teaching programme.

Salary and Contract
The successful applicant will be appointed according to qualifications and experience at the salary level of Principal Lecturer/Head of School within the advanced education salary scales which apply throughout Australia. The salary range is \$539,831 to \$547,512. An increase of 2 percent on these salaries is expected followed by an increase of 3 percent in April, 1985. The term of appointment will be between five and seven years renewable by mutual agreement. The salary and term of appointment will be subject to negotiation within these limits. The conditions of service including recreation, sickness and long service leave are those applying generally in the Australian tertiary sector. Provision is made for conference attendance and professional experience leave. Removal and settling-in allowances are available. The date of taking up the appointment is negotiable but it is expected that the Head of School will assume duties no later than 1st January 1985.

Further Information
Persons indicating interest in applying for the position will be supplied with a detailed statement of conditions of service and a statement of the objectives, functioning and development of the Academy.

Applications
Request for further information and the format of application should be addressed to:
Dr R.L. Vickery
Chairman, Board of Management
W.A. Academy of Performing Arts
c/o Head, Personnel Department
P.O. Box 217
DOUBLEVUE, W.A. 6018
Telephone: (09) 387 9273

Applications should be completed and forwarded to the above address by no later than 28 September, 1984.

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid programme for developing countries:

Tanzania

Senior Lecturer/Reader,
Communication Skills Unit
University of Dar-es-Salaam

Duties: As senior member of team of 3 KELTs to teach communication skills in English to undergraduate first year students, to assist in teaching at post-graduate level, to prepare teaching and learning materials, to coordinate courses within the faculty of Arts and Social Sciences and to undertake administrative duties as assigned in the department.

Qualifications: Candidates must be UK citizens with British educational background and have a degree or equivalent teaching qualification including TEFL or educational qualification plus an MA in Applied Linguistics, 5 years' post-MA experience including teaching at university level, publication of 4 papers in applied linguistics to an internationally accepted standard and a minimum of 3 years' overseas. Specialisation in evaluation/teaching procedures desirable.

Salary: £11,061 - £15,311 per annum.

Overseas Allowances: £288 - £5,857 depending on salary level and marital status.

Benefits: Salary free of UK income tax; variable overseas allowance; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Contracts will be for 2 years initially with the British Council. **Closing date for applications:** 10 September 1984. **Reference:** 84 K13T

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

Key Training Posts East Africa

Our client, an established, reputable organisation actively involved in project management throughout the third world, can offer the following contracts to experienced professionals:

Training Co-ordinator c.£15,000

A two year contract for a man possessing a broad background in practical training within Government or Industry, and at least 10 years' experience in teacher training and educational administration, some of which should have been spent overseas. Responsible for defining training needs and overall course development at a Road Maintenance Training School, a demonstrative ability in trades and technology is essential whilst a knowledge of highway engineering is desirable.

Roadworks Instructor c.£14,000

Developing road maintenance training courses, this is an 18 month contract for an experienced roadworks instructor, qualified as a civil engineer to at least HNC level or equivalent. With a minimum of 10 years' experience in road construction and maintenance of bituminous surfaced, gravel and earth roads, you should have experience as an instructor in a training centre, preferably in a developing country, with a strong bias towards practical on-the-job training.

Both contracts are offered on an accompanied basis and attract benefits which include free housing and a leave passage after 12 months.

In the first instance, send full career details quoting ref: TES/762, and listing any companies to which your application should not be forwarded, to: Mr. C. Plowman, Riley Advertising (Southern) Limited, Old Court House, Old Court Place, Kensington, London W8 4PD.

ADDERDEN BIRMINGHAM BRISTOL EDINBURGH GLASGOW LIVERPOOL

Confidential Reply Service

OVERSEAS continued



WESTERN AUSTRALIAN ACADEMY OF PERFORMING ARTS HEAD OF THE WESTERN AUSTRALIAN CONSERVATORIUM OF MUSIC

Applications are invited for the position of Head of the Western Australian Conservatorium of Music of the Western Australian Academy of Performing Arts. The Academy operates under a Board of Management within the W.A. College of Advanced Education and is located at the Mount Lawley Campus in Perth, Western Australia.

The Academy offers post-secondary courses of one to three years' duration in two principal schools - the Western Australian Conservatorium of Music and the School of Dramatic Arts (dance, theatre and media) which are directed towards the training of students in performance, teaching and production.

The Head of the Western Australian Conservatorium of Music is responsible to the Director of the Academy for the professional leadership, academic programme and standards, staff management, student enrolment and welfare and financial and other management of the music programmes within the Academy.

Applicants must have appropriate qualifications and a proven record of performance and teaching in the field of music and have the personal qualities to provide positive leadership to the development of the music programmes. The Head of the Conservatorium will be expected to contribute to the teaching programme.

Salary and Contract
The successful applicant will be appointed according to qualifications and experience at the salary level of Principal Lecturer/Head of School within the advanced education salary scales which apply throughout Australia. The salary range is \$539,831 to \$547,512. An increase of 2 percent on these salaries is expected followed by an increase of 3 percent in April, 1985. The term of appointment will be between five and seven years renewable by mutual agreement. The salary and term of appointment will be subject to negotiation within these limits. The conditions of service including recreation, sickness and long service leave are those applying generally in the Australian tertiary sector. Provision is made for conference attendance and professional experience leave. Removal and settling-in allowances are available. The date of taking up the appointment is negotiable but it is expected that the Head of the Conservatorium will assume duties no later than 1st January 1985.

Further Information
Persons indicating interest in applying for the position will be supplied with a detailed statement of conditions of service and a statement of the objectives, functioning and development of the Academy.

Applications
Request for further information and the format of application should be addressed to:
Dr R.L. Vickery
Chairman, Board of Management
W.A. Academy of Performing Arts
c/o Head, Personnel Department
P.O. Box 217
DOUBLEVUE, W.A. 6018
Telephone: (09) 387 9273

Applications should be completed and forwarded to the above address by no later than 28 September, 1984.

ADMIN LEA

Lancashire County Council

An Equal Opportunities employer

UNEMPLOYMENT SPECIALIST CAREERS OFFICER PRESTON DISTRICT

Salary: Scale 6 - £8,154 - £8,712 p.a.

Applicants are invited for appointment to the above post in the Lancashire Careers Service.

Applicants should be qualified and experienced Careers Officers who have a particular interest in working with, and on behalf of, young people. A permanent appointment in the Careers Service will be offered on the basis that when Government Grant Aid withdrawn, the postholder will be considered subsequently for appointment to a basic grade post.

Application form and further details obtainable from the Chief Education Officer, P.O. Box 81, County Hall, Preston PR1 8XJ. Telephone: Preston 283895 or 263697. Please quote Ref: A.988/1/PJ. **Closing date:** 12th September, 1984.

EDUCATION DEPARTMENT

Principal Officer

(Ethnic Minorities)

PO (6-9). £12,330 - £13,365

Newham is a multi-racial Borough with well over a quarter of its population from a variety of ethnic minority groups. The Council is developing and providing services and facilities which are geared to meet the specific needs of particular ethnic minority.

With this development process in mind a new post has been created within the Education Department with responsibility to the Director of Education through the Deputy Director. He/she will be expected to work closely with Senior Management including the Heads of Schools, Continuing Education and Management Divisions, and with the Adviser in multi-cultural Education who has a responsibility for the development of a multi-cultural curriculum and for relevant in-service education of teachers.

The postholder will be involved in reviewing Education Department procedures including monitoring appointments and promotions, and keeping ethnic records. There is also a responsibility for ensuring that departmental procedures are understood by and are sensitive to the needs of ethnic minorities. The opportunity exists to contribute to discussion and review of the use made by the department of Section 11 and Urban Aid funding. The postholder will represent the department at meetings where these issues are discussed corporately e.g. Race Relations Working Party and Community Relations Sub-Committee and will prepare and present reports.

The job requires a high level of tact and diplomacy, persuasive powers and an understanding of the forces which underlie racism and prejudice, the ability to relate to people of all ethnic and social backgrounds and skills in verbal and written communication. A proven track record of working in ethnic minority organisations, race relations and/or local government will be preferred.

Whilst some knowledge of the workings of a local education authority is desirable more important is the ability to work effectively as a member of a team. It is essential that the post is not seen as having a "police" role, monitoring the work of others, but rather as one which has an "enabling" function which allows colleagues to be more effective. We are not looking for someone who will preach righteousness and social justice to the already converted; We are looking for someone who will lead by example and results.

Application forms and further particulars are available from the Chief Executive, Town Hall, East Ham, E6 2RP. Tel: 471 0619 (24 hour answering service). Please quote Reference ASCRM, Closing Date: 14th September 1984.

An Equal Opportunity Employer LONDON BOROUGH OF NEWHAM

SENIOR CAREERS OFFICER

Rayleigh Careers Office

Scale S.O.1. - (£9,060 - £9,860)

In addition to the normal duties of a Careers Officer, the Senior Careers Officer will be responsible for the general organisation and administration of the Careers Office. Candidates should be appropriately qualified and have suitable experience within the Careers Service.

CAREERS OFFICER (Main Grade)

Rayleigh Careers Office

Scale 5 (£7,181 - £7,886)

Applicants, who should hold the Diploma in Careers Guidance (or equivalent) will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.

Good progression prospects to senior posts. Application forms and further details are available from the County Education Officer (P), P.O. Box 47, Thrusfield House, Market Road, Chelmsford, CM1 1LD (Chelmsford 267222 Ext: 2828). **Closing date:** 7th September 1984.

ESSEX
County Council

BOLTON METROPOLITAN BOROUGH

CHIEF ADMINISTRATIVE OFFICER PO9/12 £12,738/£14,709

Applications are invited from suitable qualified and experienced persons for the above Senior Management post at Bolton Institute of Higher Education. The person appointed will be responsible for the management and provision of an efficient central administrative service to the Institute. Application forms and further details which are available from the Personnel Officer, Town Hall, Bolton BL1 1RU (Tel: 22311 Extns. 587 and 6105) should be returned no later than 10th September 1984. Trade Union Membership is a condition of service.

DETACHED YOUTH & COMMUNITY WORKER (YOUNG UNEMPLOYED)

JNC Range 3 pts. 1-5 £7485/£9415

Applications are invited from qualified Youth and Community Workers for the above post. The successful applicant will be responsible to the Senior Youth Services Officer and will operate in a detached manner maintaining close contact with the Careers Service.

Application forms and further details are available from the Personnel Officer, Town Hall, Bolton, BL1 1RU (Tel: 22311 Extns. 587 and 6105) should be returned by 7th September 1984.

An Equal Opportunity Employer

SENIOR ADMINISTRATIVE OFFICER

Charlotte Mason College of Education,
Ambleside, Cumbria.
£9,945 to £10,539 (pay award pending)

Applications are invited for this post to head the administrative services of the College.

We are looking for a person with the appropriate qualifications and with substantial experience in accountancy, budget preparation/control and staff management.

Further details and application form, returnable by 17 September, from the Principal at the College. Please enclose s.e.s when requesting application forms.

Cumbria

London Borough of ENFIELD EDUCATION DEPARTMENT

Education Welfare Officer £6,120-£7,071 (Unqualified) £6,762-£7,818 (Qualified)

To join a team of 12, liaising with parents, officers of other departments and outside agencies on all aspects of education welfare.

Applicants must have a mature, common-sense approach to human problems, a calm organised manner, and an ability to communicate effectively. Previous experience of working with children and adolescents would be an advantage.

This post has an essential user car allowance.

Application forms and further particulars are available from: The Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield, Middlesex EN1 3XG. Telephone: 01-866 9386. Closing date: 7th September 1984. Please quote reference QGD/408.

ADMINISTRATION GENERAL
continued

EXECUTIVE OFFICER

The Engineering Council is seeking an Executive Officer to formulate and implement its education and training policies. This post will cover general education up to the age of 18. Candidates should be graduates and experience of teaching in a school or of education administration will be desirable. They must be competent administrators, articulate, literate and skilled at communications, tenacious and capable of sustained hard work. Age range: 28-55. Those taking early retirement from other posts will be considered. Salary range £15,000 to £16,500.

Write, giving brief career details, to John Trafford, The Corporate Consulting Group, 24 Buckingham Gate, London SW1E 6LB.

CCG

Corporate Consulting Group

LONDON BOROUGH OF HAVERING
Education DepartmentEducational
Psychologist

Salary £10,788 - £14,898 p.a. inclusive

A post of educational psychologist will become available on 1st November, 1984. The duties involve the full range of School Psychological Service work as a member of a team of eight psychologists working within the Education Service and closely linked with the Advisory team.

Applicants should be qualified and experienced teachers, who have a good honours degree in psychology and a recognised post-graduate training in educational psychology. Additional experience as a qualified educational psychologist will be an advantage.

Application forms (returnable by 7th September 1984) are available from the Director of Educational Services, Mercury House, Romford, RM1 3DR (Ref. JG) Please enclose s.a.e.

Miscellaneous

LANCASHIRE
COUNTY COUNCILAN EQUAL
OPPORTUNITIES
EMPLOYERRE-ADVERTISEMENT
INSTRUMENTAL MUSIC
TEACHING SERVICE
(REGION 5)

Blackburn, Hyndburn and
Clitheroe areas

Required as soon as
possible. SCALE 1 (SCALE
5 for SUITABLE
CAREER
DATE). PERIPATETIC
TEACHERS OF STRINGED
INSTRUMENTS (UPPER
STRINGS).

For further details
contact the Chief Educa-
tion Officer, PO Box 51,
County Hall, Preston PR1
2JL (Ref. WJAMM: S1
please. (11470) 560000

EXETER -

PHYSICAL TRAINING
INSTRUCTOR

Grade: Scale 4 - £6,564 to
£12,005 per annum

Applications are invited for
the post of Physical Training
Instructor at the Training
College, Middlemore, Exeter.
The successful applicant
will be responsible for
Physical Fitness Training to
a wide range of age groups and
should also be able to instruct
in Self Defence (Aikido),
Swimming, Lifesaving and
First Aid. Applicants should
either be a qualified physical
education teacher or have a
wide experience in physical
training in the services. The
retirement age for the post is
50 years of age. The post will
involve some travelling and a
car user allowance will be
paid.

For application form and
further particulars please
apply to The Chief Constable,
Devon and Cornwall Constabulary,
Police Headquarters, Middle-
more, Exeter EX2 1HQ.

Closing date for completed
applications: 7th September
1984. (08318) 560000

PUBLISHING PROMOTION
EXECUTIVE

We are looking for a creative, energetic
and hardworking executive to handle the
promotion of our business studies lists.

The successful applicant will need either
experience of publicity work or a sound
knowledge of business studies subjects.

The post carries a competitive salary and
the usual benefits from a large publishing
company.

Please apply with your c.v. to

Allok Kitchin
Promotion Manager
Pitman Publishing Ltd
128 Long Acres
London WC2E 9AN

Pitman

You'll get a lot more
out of helping the adults
to get their sums right.

And you won't be the first man or woman to
leave the teaching profession for Cannon
Assurance and never look back.

It's a fact that teachers have many of the
qualities that make Cannon Consultants so
successful in advising people on savings, life
assurance, tax and retirement plans.

If you're energetic, committed, and particularly
good at explaining complex subjects in simple
terms then you should talk to us.

A career with Cannon offers comprehensive
training, rewards which can be very substantial,
freedom to plan your own work and manage-
ment prospects if that's what you want.

Telephone:
GEORGE JUCKES, SOUTHERN GROUP
MANAGER on 01-902 8876

COLIN KELSEY, EASTERN GROUP MAN-
AGER on 01-902 8876

JOHN TURNER, NORTH & WEST GROUP
MANAGER on Liverpool (051) 709 6227.

Or write to JOHN BIRD, GENERAL SALES
MANAGER, Cannon Assurance Limited, 1
Olympic Way, Wembley, Middlesex, HA9 0NB.



Cannon Assurance

Technical Education and Training in Industry

Tutor in Computing
(Reading Area)

Racal Electronics is embarking on a new venture to
retrain science graduates as electronics engineers. The
conversion course is broadly based and encompasses
most of the basic electronics subjects.

A tutor is required to take charge of the computing
element of the course. Practical experience in both
assembly language and structured programming is
required and applicants should also be prepared to assist
with the mathematics and electronics course elements.

This is likely to be a rewarding and stimulating task
since the students will have first or second class honours

degrees in a scientific discipline and they will be well
motivated.

Conditions of employment are excellent and include
a competitive salary, Group Pension and Life Assurance
Scheme and over five weeks' annual leave.

Please write enclosing details of age, experience and
present salary, in strict confidence, to:

Mr. A. J. Franklin, Manager, Group Personnel Services,
Racal Group Services Limited,
Western Road, Bracknell, Berkshire RG12 1RG.

Racal's people are Racal's success

RACAL

PHYSICAL
EDUCATION OFFICER
Salary £7,350 - £9,500

Applications are invited for this position with the Watford
YMCA.

A modern tower block 177 bedrooms, conference facilities,
public restaurant, bars and comprehensive sports & social
facilities in town centre.

Responsible for the motivation and development of the fitness
programmes for both sexes of all ages from toddlers to over
50's.

The present Sports Hall, squash courts & gymnasium are
planned to be extended to incorporate dance/fitness studio,
larger re-equipped gymnasium and associated sauna/steam/
solar etc. lounge & snack bar.

The ideal candidate will possess Physical Education
qualifications with teaching or youth & community training
plus previous experience.

Pension Scheme, Accommodation.
Application forms from:
The Executive Director, Watford YMCA,
Charter House Charter Place, Watford WD1 2RT,
Herts, WATFORD 3334.

(8133)

WORK IN LEISURE

PGL offer opportunities
to work with children of
families for long or short
periods as activity (out-
door, sports, creative) in-
structors, Group Leaders,
or in a wide range of sup-
porting domestic and admin-
istrative roles at residen-
tial activity centres
throughout the U.K. and
non-residential centre nr.
London.

Brochure and application
form from Personnel, PGL
Young Adventure, 85 St.
John Street, Ross-on-Wye
WR10 1JL. Tel: (01524)
64211. (07403) 660000

NOTTINGHAMSHIRE
COUNTY COUNCILEATON HALL
INTERNATIONALPRELIMINARY
CERTIFICATE IN ENGLISH
LICENTIATE DIPLOMA IN
ENGLISH (LICE)DIPLOMA IN ENGLISH (DIP-
ENGLISH)

A combination of Distance Learning followed by
Residential Block for
teachers or graduates lead-
ing to the qualification
listed above. Distance no
problem.

Write for details to The
Registrar, Ref. TES13,
Eaton Hall International,
Retford, Nottinghamshire
Retford, Notts. (01773)
706441. (08888) 700000

English as a
Foreign Language

AD SALES FREELANCE ON
EFL NEWSPAPER. The EFL
Newspaper needs a committed
freelance to sell advertising
space 15 flexible hours per
week for £65.50. We want
someone with confidence,
humour and an EFL back-
ground. Selling experience
not essential. Write or
phone Sanny Shramenko
0224 62242.

House, 74 Workshop Street,
London EC2A 2EN. (01300)
7264. (08888) 700000

Computer Software Pub-
lishers seek ideas for work-
able E.F.L. programs. In-
terested parties should send
Systems, Box No. 788 0001,
Priory House, 55 John's
Lane, EC1M 4BX. (08888) 700000

E.F.L. Teachers' language
school staff, the YOUNG
UNITAL Come to intro-
ductory meeting Monday
Sept. 30 8.00 p.m. at Inter-
national House, 106 Piccadilly,
London W1. Tel: 01-661 1131
(evenings). (08732) 700000

BOURNEMOUTH

Learn to teach English
as a foreign language at the
International Teacher
Training Centre, Bourn-
mouth. The Centre runs
regular 4 week intro-
ductory courses leading to the
Royal Society of Arts Pro-
fessional Certificate in
Teaching English as a
Foreign Language.

For details, write to:
The International Teacher
Training Centre, Bournemouth
Road, Bournemouth BH2
100162. (0202) 51333
700000

Outdoor Education

CUMBRIA
Lakeland Training have vacan-
cies for four Outdoor Educa-
tion and Life Skills Instructors.
The successful applicant will
over 21 and have qualifica-
tions and relevant experience
in a wide range of outdoor
activities. A clean driving li-
cense is essential.

For application forms and
further information please
write or telephone: The
Lakeland Training, Lakeland
Training, Ambleside, The
Penny Lane, Ambleside,
Cumbria LA5 2JG. Tel: 0524
781101. (08741) 580000

DEVON

ADVENTURE CENTRE

Employment and
activity specialist courses and
field studies. Open all
year. Prices from £6.50 per
night.

THE BEST people, activi-
ties, equipment and value
at the International Teacher
Training Centre, Bourn-
mouth. The Centre runs
regular 4 week intro-
ductory courses leading to the
Royal Society of Arts Pro-
fessional Certificate in
Teaching English as a
Foreign Language.

MINERVA OUTDOOR VEN-
TURES requires instructors.
Write for details to:
Minerva Outdoor Ventures, Rhondda
Island, Pen-y-cas, Swansea, Val-
ley, Glamorgan SA1 1JL. Tel: 0553
730781. (08875) 580000

Springboard South Training Scheme

Part-Time
Teacher

a project sponsored by the Council for Community
Relations in Lambeth and financed by the Manpower
Services Commission under the Youth Training
Scheme, requires a part-time teacher for 16-18 year
old ESL students, at ILEA scale rates. An
enthusiastic and adaptable person, qualified to teach
ESL, Social and Life Skills and Numeracy.
We are an Equal Opportunities Employer.

For application forms and job description contact:

Yvonne Ricketts/Clive Coleman
CCRL

441 Brixton Road
London SW9 8HE

Tel: 01-274 7722 x 2399 or 274 7976

Closing date for receipt of application forms
September 7th 1984.

(8119)

SCOTTISH TERTIARY
EDUCATION
ADVISORY COUNCIL

The Scottish Tertiary Education Advisory Council has
written to organisations concerned with higher education,
inviting, by 16 November 1984, submissions of evidence
on its review of higher education strategy in Scotland.

The Council would also welcome views from any
organisations or individuals who have not received invita-
tions. Anyone who wishes to contribute can obtain a copy
of the Council's letter and supporting documents by writ-
ing to:

The Secretary
Scottish Tertiary Education Advisory Council
Room 3/12
New St Andrew's House
Edinburgh
EH1 3SY

or telephone 031-556 8400, ext. 4863 or 5284.

(8151)

Appointments
Wanted

HEADMASTER, Single, 30
plus. Very experienced
teaching post. Available im-
mediately. Excellent school
and business side. Boys and
girls. H.S. Brook. Modern
season Grammar School.
Solihull Avenue, Whitby
0549, Priory House, 61,
John Lane, ECU 411, 412
(11487) 730000

MATHEMATICS TEACHER,
Graduate, eight years ex-
perience in independent tu-
toring. International School in
Athens as S.O. and write
Dental Nurse/A.A. ask
105 Regent St. London
NW1. 01-782 7089,
01481 730000

Redundant CHE Principal Ec-
tured. 55 weeks English/Dre-
m/education post. Hants or
Chil/Anson. BA, Phil/Dip Ed.
Combs. CNA Panel. Phone
0853 59235. 01481 730000

Arthur Road, Winchester
SO23 7EA. (08719) 730000

Education Courses

L.T.C. CORRESPONDENCE
TEACHING. L.T.C. has some vacancies
on September course. Full
details from Director L.T.C.,
24 Polwarth Gardens, Edin-
burgh. Diploma course final
exam 14th September. (08813)
730000

LEARN FRENCH on Location
in September at Camp Uni-
versity of in Nice, or 3
weeks. Also All Year Short
Term Courses in France,
Germany, Spain, Italy,
Euro-Academy Outbound,
77 George Street, Croydon
CR0 1LD. Tel: 0181 681
3805. (11474) 730000

LINGUARAMA TEFL
COURSES

An introductory course in
Teaching English as a Foreign
Language (one week).
Linguarama is an interna-
tional organisation with 35
centres in the United King-
dom and abroad, employing
some 500 teachers, most of
whom join through our
T.E.F.L. Courses.

Centres: London, Birming-
ham, Manchester and Canter-
bury (University of Kent).
Dates: Summer: weekly July 9
to September 8.

Further information: Please
send A4-size S.A.E. to
T.E.F.L. Dept., Linguarama
Limited, New Oxford House,
16 Waterloo Street, Birming-
ham B2 5YD. (0121) 760000

RSB PREPARATORY
COURSE, Part time Sept.
Dec. Information and ap-
plication forms from Marjale
Arch Intensive English, 21
Star Street, London W2. Tel:
462 9273. (08062) 730000

Tuition

HOME TUTORS required
throughout Great Britain.
Experienced tutors. £2.5-3.
Cheshire, House, Cheshire.
Tel: 0562 423 055.
(14 hours). (08336) 770000

TUTORIAL COLLEGE
ADVISE. If parents of
school leavers need free
advice on independent tu-
toring establishments aiming at
securing better 12 C.E.
grades please refer them to:
Patronmaster Consultancy, 11
Tredgold Lane, Cambridge
CB1 1HN. Tel: (0223)
44465. (09049) 770000

WORCESTERSHIRE
SAINT CLOUD
Small Tutorial College in
Worcestershire requires re-
sident house tutor September
1984. Ability to take A Level
Economics an advantage.
Salary by arrangement.
C.V. to The Master, Saint
Cloud Old Hill, Callow End,
Worce. WR2 4TQ. Tel: 0905
850412. (08703) 770000

Redundant CHE Principal Ec-
tured. 55 weeks English/Dre-
m/education post. Hants or
Chil/Anson. BA, Phil/Dip Ed.
Combs. CNA Panel. Phone
0853 59235. 01481 730000

Arthur Road, Winchester
SO23 7EA. (08719) 730000

Personal
Announcements

HOME LIFE IN JAPAN
Connect yourself with Japan through
TOMO.
If you're thinking of going to Japan and
like to learn our way of life, why don't you
stay with a Japanese family?

JAPANESE LANGUAGE
SCHOOL
Learn Japanese in Japan! TOMO will
help you to study and make your life in
Japan as easy as possible.
For further information and application
details to:
TOMO Communications Ltd, 19 Great
Newwood St, London WC2H 7AL. Tel:
01-584 4933. (11371) 800000

ASPECTS OF AMSTERDAM
Through the eyes of the
Artist, explores the past
and present pleasures of this
beautiful city through the
eye of the camera. 25 mi-
nute film available on free
loan to some film societies
and organisations. Write or
Tel: Time Off Ltd., 25 Ches-
ter Close, London SW1. 01-
835 8070. (17096) 800000

AVON ADVANCES arranged
small confidential postal
loan for cheque card hold-
ers. Phone: Salisbury
(01262) 24842 ANYTIME
(07480) 800000

WARREN RECORDINGS
offer a service cassette du-
plication pressings from
your tapes at our location
recording. Warren Record-
ings, 55 Brandish Avenue,
London NW4 4LP. Tel: 01-
263 0306. (57828) 800000

IMMEDIATE ADVANCES.
£100 to £20,000. Written
terms of request. REGION
AL TUITION LTD, 51 Dover
Street, Piccadilly, London
W1A 0JL. Tel: 01-497
2834. (18197) 800000

IMMEDIATE MORTGAGES
up to 3 1/2 x income. Top-ups
£1000. 100% repayment.
homeowners loans money in
5 days. Homebank, 11
5451. (16158) 800000

INTERNATIONAL DIVORCE
SERVICE. Local
days. SAE to: CRUSADES,
11 Connaught Place, London
W8 2ET. (08759) 800000

MAKE MONEY BY WRITING.
Once you acquire the profes-
sional touch you can always
make money by writing. The
S.A.E. can show you how.
Our standard of personal
copying by correspondence
is unsurpassed. Free advice
and book from: The London
School of Journalism (TES),
19 Bedford St., London
WC1R 4EJ. Tel: 01-488
8350. Accredited by the
C.A.C.C. (06582) 800000

MAXIMUM MORTGAGES.
Top Up. Remortgages.
Secured Loans for teachers.
Either phone 0445 4653
or write: Martin James
Ltd, Freeport, London
NW4 1YV. (06030) 800000

MORTGAGES 100% plus.
Purchasing costs. No Teaching
profession.
For free quotation phone
01-647 887 or
0888. or write to APEX
MORTGAGE CONSULT-
ANTS, 23 St. James's Man-
or, Chesham Road, Sutton,
Surrey SM1 2AV. (0444) 800000

NEW WRITERS' ADVISORY
Service. A guide to the South
View Drive, White Court,
Ramsey, Cardiff. (11488) 800000

SALARIED PERSONS POST-
AL LOANS Ltd. Loans from
£20 to £500 granted same
day. No security required.
For written quotes apply to:
Agents, 23 St. James's Man-
or, Chesham Road, Sutton,
Surrey SM1 2AV. (0444) 800000

SAME DAY LOANS & POST-
AL LOANS Ltd. Loans from
£20 to £500 granted same
day. No security required.
For written quotes apply to:
Agents, 23 St. James's Man-
or, Chesham Road, Sutton,
Surrey SM1 2AV. (0444) 800000

WARREN RECORDINGS
offer a service cassette du-
plication pressings from
your tapes at our location
recording. Warren Record-
ings, 55 Brandish Avenue,
London NW4 4LP. Tel: 01-
263 0306. (57828) 800000

WRITE and sell Children's
Stories. Mail tuition. Sales
assistance. Free booklet.
Children's Features, (775) 5,
9 Berkeley Square, Salford,
High Road, M3
(03732) 800000

Holidays
and Accommodation

ADVENTURE HOLIDAYS 3
weeks. Kashmir, Turkey
and Black Sea. Syria, Den-
mark. 185 Stratford
High Road, London SW16.
Tel: 01-759 6559. (51897) 800000

DRISCOLL HOUSE 200 single
rooms, partial board. £20
p.w. all amenities. Apply
172 New Kent Road, Lon-
don SE1. (11488) 800000

GO NAKED - THIS SUMMER
Exciting get away from it
all! naked holidays at
South of France, Spain,
Yugoslavia, Ireland,
U.S.A. and Caribbean. Illus-
trated brochure on request
from: Naked Holidays, 41
Brunswick Centre, London
E4 6BT. Tel: 01-837 483
(64907) 800000

To
advertise
your
courses
please
contact
John
Ladbrook
on
01 253
3000



Your direct line to
personal announcements
01-253 3000
Contact: Mary McGuinness on extn 234

THE TIMES
Educational Supplement
Classified